

SECONDARY PHYSICAL EDUCATION

Core Program Grades 7 - 10

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I. INTRODUCTION

A. FOREWORD

"Physical education has unique and significant contributions to make in the total education of our youth. Through the medium of human movement, physical education can provide for individual development in the psychomotor, affective and cognitive domains."¹

The physical education program is a sequence of experiences through which individuals LEARN TO MOVE as they MOVE TO LEARN.

Since movement is very personal we must cater to individual differences by providing students with a balanced physical education program, including activities chosen from the dimensions of games, individual activities, dance and/or aerobics, outdoor pursuits, aquatics, fitness and gymnastics.

The secondary program builds upon the movement experiences of the elementary grades. Students should have an opportunity to develop efficient and effective motor skills, knowledge and appreciation and to apply these to a wide variety of physical activities. This approach prepares students to meet their lifetime activity needs.

The premise of this guide lies in the articulation of elementary and secondary physical education so that students progress through a physical education program that has a full scope and sequence.

The purpose of this guide is to provide teachers with content which will aid in the development and implementation of relevant programs so that students develop performance abilities, appreciation and understandings of the most fundamental aspect of human and movement behavior.

¹CAHPER, Secondary School Physical Education, A position paper prepared by School Physical Activity Programs Committee, 1980, page 2.

B. RATIONALE FOR PHYSICAL EDUCATION

The rationale for physical education as a subject taught in Alberta schools comes directly from the Goals of Basic Education for Alberta as adopted by the Alberta Legislative Assembly in 1978. In part these goals are as follows:

"Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental, and social well-being."

"Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

Develop intellectual curiosity and a desire for lifelong learning.

Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.

Develop an interest in cultural and recreational pursuits."

Movement is basic to life. Physical education is concerned with acquiring an understanding about movement through participating in physical activity.

Physical education is an integral part of the total schooling process. Physical education contributes to the physical, psychological and social development of children through the medium of physical activities that provide stimulation, challenge, excitement, fun, stress, satisfaction and success. Through participating in a variety of activities students gain an understanding of how a state of physical fitness can contribute to a healthy lifestyle.

The fitness survey titled "Fitness and Lifestyle in Canada" states that "the main reason Canadians are active is to gain a sense of physical and mental well-being."

Physical education plays an essential role in an individual's development since regular vigorous physical activity is necessary to ensure normal growth and development. Empirical research and fitness testing have clearly demonstrated that regular participation in physical activity can lead to improved cardiovascular and respiratory functioning, increased muscular and heart strength. It can also assist in the control of obesity and emotional stress.

Through providing movement centered experiences in the seven dimensions of physical education--aquatics, etc., and through careful structuring of learning experiences to meet individual differences, teachers can ensure that physical education fulfills its purposes which are:

- to provide students with relevant physical education programs that promote activity for all youth, not just the elite.
- to provide programs that encourage lifelong participation in physical activity.
- to provide programs that develop and maintain physical fitness.

The role of the school is to ensure that students will discover the knowledge and understanding of the importance of physical activity in order to live a healthy lifestyle in today's society.

C. DESIRABLE CHARACTERISTICS

The following extract can be found in all three Programs of Studies for the elementary junior high and senior high schools of Alberta

The statement outlines the Government of Alberta's position with respect to the role that schools play in developing desirable personal characteristics among children of school age

Developing Desirable Personal Characteristics

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences: some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. Ethical/Moral Characteristics

Respectful	— has respect for the opinions and rights of others, and for property
Responsible	— accepts responsibility for own actions; discharges duties in a satisfactory manner
Fair/just	— behaves in an open, consistent and equitable manner
Tolerant	— is sensitive to other points of view, but able to reject extreme or unethical positions, free from undue bias and prejudice
Honest	— is truthful, sincere, possessing integrity, free from fraud or deception
Kind	— is generous, compassionate, understanding, considerate
Forgiving	— is conciliatory, excusing, ceases to feel resentment toward someone
Committed to democratic ideals	— displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country
Loyal	— is dependable, faithful, devoted to friends, family and country

2. Intellectual Characteristics

Open-minded	— delays judgments until evidence is considered, and listens to other points of view
Thinks critically	— analyzes the pros and cons, explores for and considers alternatives before reaching a decision
Intellectually curious	— is inquisitive, inventive, self-initiated, searches for knowledge
Creative	— expresses self in an original but constructive manner, seeks new solutions to problems and issues
Pursues excellence	— has internalized the need for doing his/her best in every field of endeavour
Appreciative	— recognizes aesthetic values, appreciates intellectual accomplishments and the power of human strivings

3. Social/Personal Characteristics

Cooperative	— works with others to achieve common aims
Accepting	— is willing to accept others as equals
Conserving	— behaves responsibly toward the environment and the resources therein
Industrious	— applies himself diligently, without supervision
Possesses a strong sense of self-worth	— is confident and self-reliant, believes in own ability and worth
Persevering	— pursues goals in spite of obstacles
Prompt	— is punctual, completes assigned tasks on time
Neat	— organizes work in an orderly manner, pays attention to personal appearance
Attentive	— is alert and observant, listens carefully
Unselfish	— is charitable, dedicated to humanitarian principles
Mentally and physically fit	— possesses a healthy, sound attitude toward life, seeks and maintains an optimum level of bodily health

D. FOSTERING RESPECT FOR ALL

The school curriculum has an important role to play in the development of healthy interpersonal and intergroup attitudes and relationships.

The physical education program provides many opportunities for students to interact with each other in an atmosphere of mutual respect and admiration for the competencies and the uniqueness of each individual.

Each learner, regardless of sex, race, color, creed or disability is evaluated relative to increase in personal skill rather than only in relation to peer development or abstract criteria. Thus, each student is able to take pride both in self-achievement and the achievements of others through an approach that emphasizes individual success in a variety of physical activities.

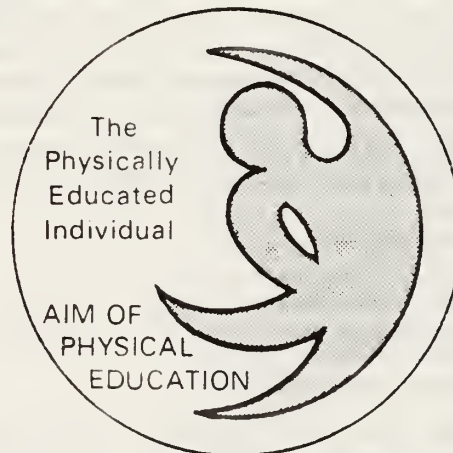
Regular physical activity, physical fitness and health maintenance are ingredients that help provide for a full and productive life. Physical education, as an integral part of the total education process aims at the development of physically, mentally, emotionally and socially fit persons. Throughout the program, efforts should be made to help the student develop a positive and realistic self-concept and to help the student understand that all persons have common needs, feelings and problems, and that each has something to offer or share.

E. PHILOSOPHY

Physical education is that portion of schooling which utilizes participation in movement experiences as a primary means of influencing development in the psychomotor, affective and cognitive domains. The students are richer for having participated; they are more healthy and vigorous, have a wide repertoire of physical skills and a predisposition to a lifestyle that involves using and building on these skills.

F. AIM OF PHYSICAL EDUCATION

The aim of physical education is a physically educated individual who can develop an interest in physical activity as an essential component of an active, healthy lifestyle. Physical education is an integral part of the total schooling program. Through movement-centered experiences, physical education provides a basis on which the individual's development can be maximized in the psychomotor, cognitive and affective domains.



G. MOVEMENT CONCEPTS

An outgrowth of physical education is quality and meaningful movement which is attained through carefully selected and sequenced experiences in the class instruction physical education program. These experiences allow the individual to respond physically at a level of performance related to the individual's level of development.

Much of the contemporary movement approach in physical education is based on the work done by Rudolph Laban. Although his work was primarily in the area of dance, others have adapted his work and applied it to other areas of physical education.

"Children who have been introduced to movement education during the elementary years have experienced fundamental movements such as those connected with locomotion, simple manipulation of objects and the use of their bodies to express their feelings."¹ They have been exposed to experiences demanding body awareness, space awareness, a sensitivity to force and an awareness of relationships to objects and persons in the immediate environment. These experiences provide students with a foundation upon which can be built an understanding of human movement.

There are four main concepts that are used to classify movement in physical education. They are body awareness, space awareness, force and relationships.

Although the secondary curriculum is activity based, the four Laban concepts are important since the learners should emerge from the secondary physical education program appreciating that these four concepts are common to all physical activity. Teachers should take advantage of every opportunity to point out the influence of these four main movement concepts.

BODY AWARENESS is concerned with WHAT THE BODY MOVES. The student who understands this concept develops an awareness of how one part of the body moves in relation to other parts or to the whole, and can apply this understanding to the performance of movement skills.

"Every movement has a shape and as movement patterns in sport skills change, there is a characteristic change in body shape."² The ice skater, in order to spin quickly, assumes a narrow body shape; to decrease speed the body shape must widen.

Transferring weight efficiently from one supporting body part to another is an element of body awareness. Each body part that receives body weight should anticipate and be ready for the arrival of that weight. The handstand is an example of transfer of weight in combination with supporting and balancing weight.

SPACE AWARENESS is concerned with WHERE THE BODY MOVES. In all movement activities the student should be helped to develop an awareness of personal space and general space. Within space, whether it be a gymnasium floor, a court, a swimming pool or a balance beam, one can change directions, levels and patterns.

In physical activity direction changes may be forward, backward, sideward, upward, downward, diagonally and in all combinations of these.

When moving in space the movement can take place at one of three levels - close to the ground, high in the air, or in between these two levels.

The pathway of movement through space can be traced, thus forming a pattern which may be a zig-zag, straight line, curve, or any combination of these.

The concept of **EFFORT** is concerned with HOW THE BODY MOVES.

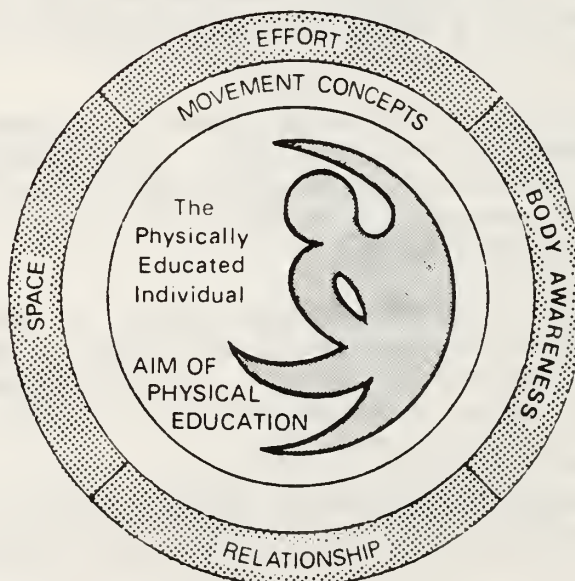
Movements can be fast or slow, or exist on a continuum between the two. The ability to accelerate and decelerate and to start and stop are necessities for controlled movement in physical activity.

Weight which refers to the strongness or lightness of movements requires control of energy output. A badminton player who is able to execute a dropshot from the forecourt and the backcourt has developed an awareness of force.

Movement **FLOWS** and if the flow is continuous the resulting movement is smooth, but if the flow is broken the resulting movement is jerky. Smooth flowing movement is exemplified by the grooved golf swing which is a rhythmical and efficient action.

The concept of **RELATIONSHIPS**, that is WITH WHOM or WITH WHAT THE BODY MOVES encompasses all movement. Activities are performed in relationship to other people or to objects in the environment. The movements may be performed alone, with a partner, group or team. The relationship may be cooperative or competitive. The body may move in relation to large apparatus such as the high bar in gymnastics, or in relation to small apparatus such as balls in any one of a number of ball games.

THE ULTIMATE GOAL OF THE PHYSICALLY EDUCATED INDIVIDUAL WHO MOVES WITH MEANING IS THE CONCEPTUALIZATION OF THE INDIVIDUAL'S PERSONAL STYLE OF MOVEMENT BASED ON WHAT, WHERE, WHY AND HOW THE INDIVIDUAL IS MOVING.



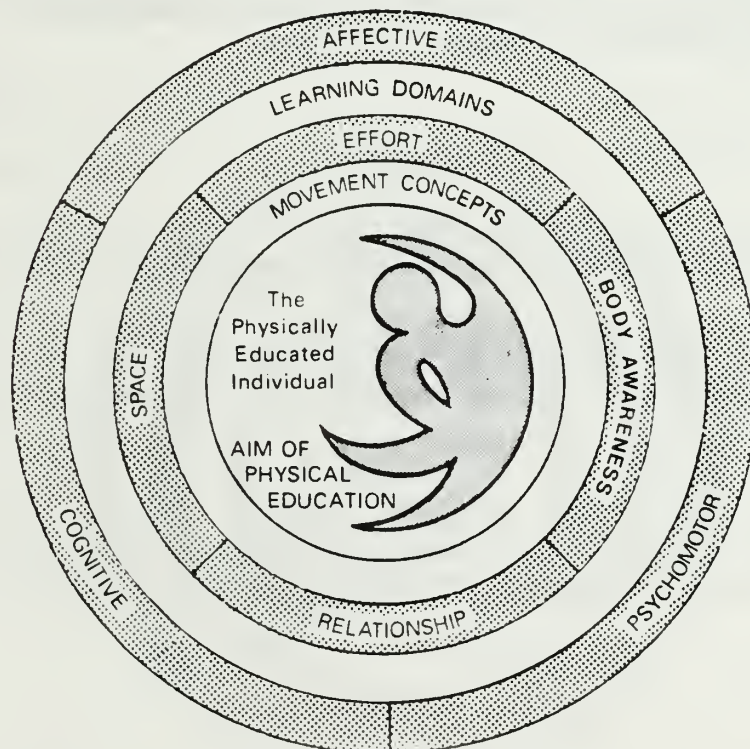
¹ Seidel, Beverly L. et al. Sports Skills, A Conceptual Approach to Meaningful Movement. 1980. p. 9.

² Ibid, p. 15.

H. LEARNING DOMAINS IN PHYSICAL EDUCATION

Physical education contributes significantly to the satisfaction of the individual's physical, intellectual and social-emotional needs. The program should provide for:

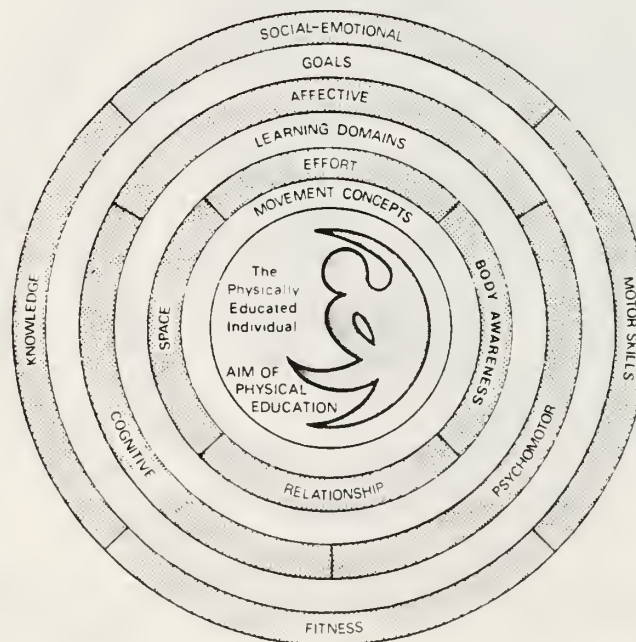
1. psychomotor development as it pertains to motor proficiency and physiological functioning in the performance of physical activities;
2. cognitive development as it involves knowledge, perception, memory, imagination, creative ability, thinking and reasoning related to performing physical activities; and
3. affective development as it refers to emotional control and social adjustment both to self and others. It is concerned with developing an appreciation and enjoyment of an activity for its own sake; recognizing the self-worth of each participant; and realizing the importance of physical activity in the maintenance of personal health.



I. GOALS OF PHYSICAL EDUCATION

The needs of the three learning domains provide the foundation upon which the following four physical education goals are formulated:

1. THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING EFFICIENT AND EFFECTIVE MOTOR SKILLS AND APPLYING THESE SKILLS IN A WIDE VARIETY OF PHYSICAL ACTIVITIES.
2. THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING AND MAINTAINING PHYSICAL FITNESS.
3. THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING KNOWLEDGE AND UNDERSTANDING OF FACTORS INVOLVED IN ATTAINING COMPETENCE IN AND APPRECIATION OF PHYSICAL ACTIVITY.
4. THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING AND MAINTAINING POSITIVE PERSONAL ATTRIBUTES AND INTERPERSONAL RELATIONSHIPS INCLUDING A POSITIVE ATTITUDE TOWARDS CONTINUED PARTICIPATION IN PHYSICAL ACTIVITY.



Goals and Learner Outcomes of Physical Education

Goal 1

THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING EFFICIENT AND EFFECTIVE MOTOR SKILLS AND APPLYING THESE SKILLS TO A WIDE VARIETY OF PHYSICAL ACTIVITIES.

Learner Outcomes

By the end of the physical education program the individual should be able to demonstrate:

1. efficient locomotor, non-locomotor, and manipulative skills in a wide variety of physical activities suitable for developmental and recreational purposes; and
2. proficiency in defining, analyzing, and solving movement problems inherent in a wide variety of physical activities suitable for developmental and recreational purposes.

Goal 2

THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING AND MAINTAINING PHYSICAL FITNESS.

Learner Outcomes

By the end of the physical education program the individual should be able to demonstrate:

1. a personally efficient level of physical fitness in the areas of cardiorespiratory endurance, muscular endurance, strength, and flexibility; and
2. the ability to assess and monitor personal physical fitness needs and to design a safe program to meet these needs.

Goal 3

THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING KNOWLEDGE AND UNDERSTANDING OF FACTORS INVOLVED IN ATTAINING COMPETENCE IN AND APPRECIATION OF PHYSICAL ACTIVITY.

Learner Outcomes

By the end of the physical education program the individual should be able to demonstrate knowledge and understanding of and an appreciation for:

1. physical and social skills, physical fitness, scientific principles of movement, and the relationship of exercise to personal well-being;
2. rules, techniques, strategies, and mechanical, physiological and psychological concepts as they relate to various physical activities;
3. essential safety skills, practices, and techniques necessary in physical activity; and
4. vigorous action, fair play, competitive and cooperative effort.

Goal 4

THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE INDIVIDUAL IN DEVELOPING AND MAINTAINING POSITIVE PERSONAL ATTRIBUTES AND INTERPERSONAL RELATIONSHIPS INCLUDING A POSITIVE ATTITUDE TOWARDS CONTINUED PARTICIPATION IN PHYSICAL ACTIVITY.

Learner Outcomes

By the end of the physical education program the individual should be able to demonstrate:

1. a positive attitude toward and independence in pursuing a wide variety of desirable recreational habits, interests, and skills which will lead to a wise and satisfying use of leisure time;
2. the development of leadership qualities as well as the ability to follow intelligently;
3. social skills which promote a positive self-concept that will encourage acceptable standards of behavior and respect for others;
4. a sense of achievement, joy, pleasure and satisfaction through a variety of wholesome physical activities; and
5. a sensitivity and appreciation for the beauty of skilled movement.

J. DIMENSIONS

As an integral part of the well-balanced physical education program, each dimension utilizes carefully selected activities to contribute to the development of the physically educated individual.

All seven dimensions of physical education are desirable in a well-balanced program and are therefore required. It is recognized that schools without access to a pool will, by necessity, only be able to present components of the Aquatics dimension that do not require a swimming facility.

The content of the program consists of activities selected from the seven dimensions. A variety of activities from all dimensions should be chosen to ensure a balance.

Exemption Clauses

Students may be excused from instruction in special circumstances (e.g., religious or medical reasons).

The dimension of Aquatics may be exempted by a school if a facility is not accessible. This should be noted as a special circumstance on the Secondary School Program Plan.

Where local conditions, such as religious persuasion, preclude the offering of the dimension of Dance on a School Basis, this should be noted as a special circumstance on the Secondary School Program Plan.

K. ACTIVITIES

To ensure students experience a balanced program which contains a variety of activities, school jurisdictions are encouraged to scope and sequence their physical education programs based on facility availability. Points for teachers to consider when scoping and sequencing activities for junior and senior high students are:

1. Individuals mature and develop at different rates.
2. Student ability to function in more socially complex situations improves as student matures.
3. Skills should be taught progressively, from simple to more complex.
4. Skills should be taught as whole actions, and only broken down into partial motions if necessary.

Activities Within the Seven Dimensions

Aquatics use a unique environment to promote the safe pursuit of water-related activities. Activities included are: diving, life saving, skin diving, swimming, synchronized swimming, water games, and water safety.

Dance activities, through a variety of dance forms, emphasize the expressive aspect of movement in which the body is used as a means for communicating ideas and feelings. Activities included are: folk dance, modern dance, social and ballroom dance, and square dance.

Fitness emphasizes optimal functioning of the cardiorespiratory and musculo-skeletal systems and makes a significant contribution to the total well-being of the individual. The pursuit of physical fitness is an integral part of the other six program dimensions. In addition, the fitness dimension provides insights into the systems and functions of the body and how they are affected by movement and exercise. Activities included are: aerobics training, calisthenics, circuit training, first aid, fitness, posture, and weight training.

Games activities emphasize sending, receiving and retaining skills, footwork, agility and body coordination, and elements of offence and defence. Games included are: badminton, basketball, curling, field hockey, floor hockey, flag football, football, handball, hockey, lacrosse, netball, racquetball, ringette, rugby, soccer, softball, squash, table tennis, team handball, and tennis.

Gymnastic activities emphasize body management skills which develop strength, flexibility and fluency of movement. Such activities are: dual balance, educational gymnastics, men's artistic gymnastics, modern rhythmic gymnastics, pyramid building, trampoline, tumbling, and women's artistic gymnastics.

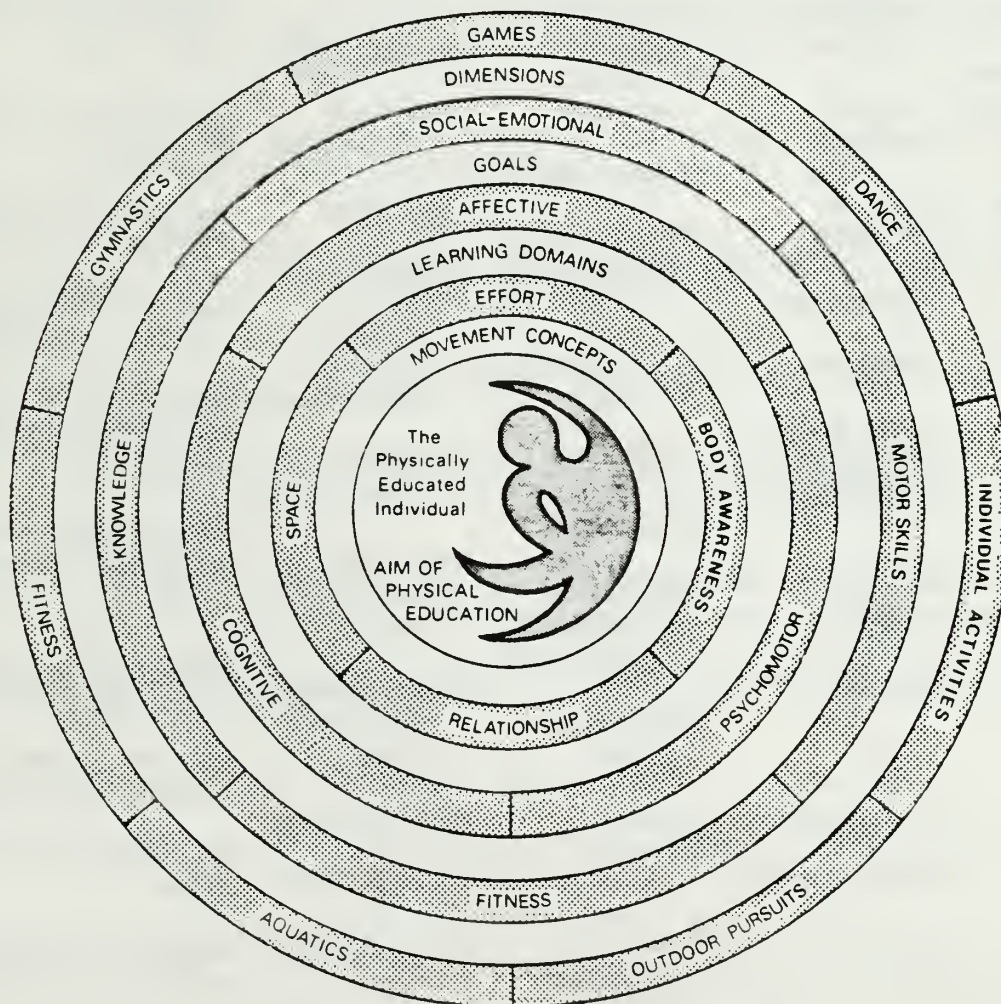
Individual Activities are those activities which, by their nature, can be pursued by an individual with or without a partner or opponent, such as: archery, cross-country running, five-pin bowling, golf, ten-pin bowling, track and field, weightlifting, and wrestling.

Outdoor Pursuits emphasize physical activities requiring wise and careful use of the environment, such as: alpine skiing (downhill), backpacking/hiking, camping, canoeing, cycling, Nordic skiing (cross-country), orienteering, sailing, skating, snowshoeing, and wilderness living skills.

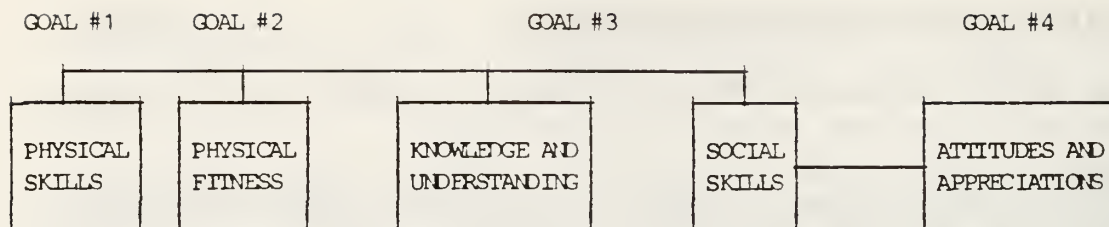
L. PHYSICAL EDUCATION PROGRAM MODEL

The various influences affecting physical education can be combined to formulate the physical education program model.

The aim of physical education is to develop a physically educated individual. To that end, four movement concepts influence an individual: Body Awareness - 'What' the body moves; Space Awareness - 'Where' the body moves; Effort - 'How' the body moves; and Relationships - 'With Whom' or 'With What' the body moves. Developmental needs affect the individual in three learning domains: psychomotor, cognitive, and affective. These needs can be translated into the four goals of physical education: fitness, knowledge, motor skills, and social-emotional skills. In order to successfully achieve the four goals, a balanced program with seven dimensions is utilized. These are aquatics, dance, fitness, games, gymnastics, individual activities, and outdoor pursuits.



EXTENTION OF PROGRAM MODEL



In	<u>Functional Fitness</u>	Of Safety	Sportsmanship	Desire to participate in physical activities
Games	<u>Capacities:</u>	Of Physical Skills	Etiquette	Desire to be physically fit
Gymnastics	health and well being	Of Physical Fitness	Co-operation Teamwork	Desire to use leisure time wisely
Dance	Cardio		Partner Work Sharing	Interest in health and responsibility for personal care
Aquatics	Respiratory Efficiency	Of Body Systems	Responsibility	Appreciation of quality performance
Individual Activities	Muscular Strength	Of Learning Processes	Leadership: Followership	Appreciation of fairplay, operating within the rules
Outdoor Pursuits	Muscular Endurance	Of Social Skills	Competition	Appreciation of fairplay, operating within the rules
Fitness	Flexibility	Of Scientific Principles of Movement	Communication Listening Speaking Performing Demonstrating	Respect for opponents, teammates and officials
	Weight Control	Of Environmental Concerns		Appreciation of one's own abilities and the abilities of others
	<u>Motor Ability Capacities:</u>	Of Rules	Operating within Rules	Appreciation of the relationship between exercise and health
	Speed	Of Strategies	Self Control Work under pressure	Appreciation of quality effort in the work of others
	Balance	Of Community Recreational Opportunities	Answering Tasks Following directions	Attitude and appreciation of safety of self and others
	Agility	Of Relaxation Stress	Resourcefulness	Interest in a positive body concept
	Power	Of Current Events	Self Direction	Interest in a positive self concept
	Co-ordination	Of History	Consideration of Others	Feelings of pride and loyalty in the accomplishments of self, school and others
	Reaction Time	Of Rules of Health		
		Of Consumerism		

II. PROGRAM OBJECTIVES BY DIMENSIONS

Each of the seven program dimensions has objectives which identify the related knowledge, attitudes, and physical and social skills. Each dimension provides for:

- P - Psychomotor Development
- C - Cognitive Development
- A - Affective Development

AQUATICS

The following objectives identify the knowledge, attitudes, and physical and social skills related to the aquatics dimension. Acknowledging individual differences, each student will demonstrate:

- P 1. a feeling of comfort and confidence in the water while displaying principles of buoyancy, propulsion techniques, water entries, and drownproofing skills;
- P 2. the ability to swim a variety of distances and to take part in selected water games and sports;
- P 3. an increase in muscular strength and the components of total fitness through activity and continuous participation in the water;
- P 4. the ability to use self-rescue skills and to assist persons in danger on, in or near water;
- P 5. the ability to identify and participate in a variety of vigorous fitness-inducing activities that relate to or complement selected aquatic activities;
- C 6. an understanding of the history, current developments, terms, origins and mechanical principles associated with water activities;
- C 7. an understanding of safety and lifesaving skills associated with water activities;
- A 8. an appreciation and respect for the water environment; and
- A 9. an appreciation of the unique contribution of aquatics to personal fitness and to safety in lifetime water-related activities.

Aquatics is considered a vital dimension of a well-planned physical education program. A minimum of at least one exposure to a water and water safety program is suggested during the secondary years. Decisions as to

when that experience should occur will depend upon the time needed, the availability of a facility, qualified personnel, and transportation. When a pool is available it is recommended that an exposure consist of the equivalent of 5 x 80 minute periods.

The dimension of Aquatics may be exempted by a school if a facility is not accessible. This should be noted under special circumstances on the Secondary School Program Plan.

DANCE

The following objectives identify the knowledge, attitudes, and physical and social skills related to the dance dimension. Acknowledging individual differences, each student will demonstrate:

- P 1. movement concepts of body awareness, space awareness, and quality of movement associated with one or more of folk, social, square, modern, creative, or jazz dance;
- P 2. the ability to develop and perform individual, partner, and/or group dance compositions in one or more dance forms with or without music;
- P 3. the capacity to perform dances of a vigorous nature that have the potential to contribute to total fitness;
- P 4. the ability to identify and participate in a variety of vigorous fitness-inducing activities that relate to or complement selected dance activities;
- P 5. active participation in vigorous physical activities to music;
- C 6. an understanding of the history, current developments, etiquette, terms, origins, and mechanical principles which apply to one or more dance forms;
- C 7. an ability to analyze the various elements of rhythmical movement in dance;
- A 8. an appreciation of the opportunities for self-expression, creativity, individual interpretation, physical fitness, and social interaction provided through various dance forms; and
- A 9. an appreciation of dance as an enjoyable lifetime activity.
- A 10. an enjoyment of vigorous physical activity; and
- A 11. a vital interest in the achievement and maintenance of one's personal fitness potential.

Where local conditions, such as religious persuasion, preclude the offering of the dimension of Dance on a school basis, this should be noted under special circumstances on the Secondary School Program Plan.

FITNESS

The following objectives identify the knowledge, attitudes, and physical and social skills related to the fitness dimension. Acknowledging individual differences, each individual will demonstrate:

- P 1. active participation in vigorous physical activities which will enhance personal fitness development throughout the total physical education program;
- P 2. the ability to assess and apply acceptable training principles in designing personal programs to improve cardiorespiratory efficiency, muscular strength, muscular endurance, flexibility, body composition, and posture;
- P 3. the ability to assess and apply acceptable training principles in designing personal programs to improve motor fitness components, power, reaction time, and speed;
- P 4. the ability to plan, monitor and participate in a personal fitness program that demonstrates the adaptation and refinement of varying activities so they may be utilized in school, home or community settings;
- C 5. an understanding of the safety precautions common to fitness activities;
- C 6. an understanding of the history, terms, current developments and components of functional and motor fitness and the training principles, types of activities, and benefits associated with each;
- C 7. an understanding of the relationship of nutrition, rest, relaxation, exercise, and sports to physical fitness;
- C 8. a knowledge and application of principles of First Aid;
- A 9. an enjoyment of vigorous physical activity; and
- A 10. a vital interest in the achievement and maintenance of one's personal fitness potential.

GAMES

The following objectives identify the knowledge, attitudes, and physical and social skills related to the games dimension. Acknowledging individual differences, each student will demonstrate:

- P 1. the utilization of acquired physical skills in a wide variety of game situations;
- P 2. the ability to employ sound mechanical principles efficiently in the projection, reception and retention of objects under game conditions;
- P 3. the application of acceptable team/individual offensive/defensive concepts in the creation and elimination of personal and team space in game situations;
- P 4. the ability to identify and participate in a variety of vigorous fitness-inducing activities that relate to or complement selected games;
- C 5. an understanding of the history, terms, current developments of the mechanical principles and team/individual skills, strategies and techniques employed in a variety of games;
- C 6. an understanding of rules, etiquette, and safety precautions employed in a variety of games;
- A 7. an appreciation and respect for the effort, safety and abilities of one's self, teammates, opponents, officials, and instructors;
- A 8. an understanding and appreciation for etiquette and self-control in game situations;
- A 9. an appreciation of the necessity to accept leadership/ followership roles in cooperative and competitive situations; and
- A 10. confidence and a desire to attempt new games or activities.

GYMNASTICS

The following objectives identify the knowledge, attitudes, and physical and social skills related to the gymnastics dimension. Acknowledging individual differences, each individual will demonstrate:

- P 1. ambidextrous movements that result in "balanced" body strength and mobility;
- P 2. the ability to demonstrate mechanical principles and motor patterns in the creation and performance of olympic/rhythmic/educational gymnastics sequences both on the floor and in formal/informal equipment arrangements;
- P 3. correct safety techniques where individual and/or cooperative assistance is appropriate;

- P&A 4. an increase in personal character traits such as perseverance, self-confidence, and individual initiative, in addition to the components of total fitness;
- P 5. the ability to identify and participate in a variety of vigorous fitness-inducing activities that relate to or complement selected gymnastics activities;
- C 6. knowledge of the history, terms, current developments, safety techniques, rules, etiquette, and mechanical principles which apply to olympic/rhythmic/educational gymnastics floor, vaulting, and apparatus activities;
- C 7. an understanding of the factors of space, weight, time and flow as they apply to gymnastics;
- C 8. the ability to monitor improvement and set personal performance goals in various olympic/rhythmic/educational floor, vaulting and apparatus activities;
- C 9. the ability to design and evaluate olympic/rhythmic/educational gymnastics routines;
- A 10. an appreciation and respect for the safety, effort and abilities of one's self, teammates, opponents, officials and instructors; and
- A 11. the confidence and desire to participate willingly as a performer and/or organizer in class events.

INDIVIDUAL ACTIVITIES

The following objectives identify the knowledge, attitudes, and physical and social skills related to the individual activities dimension. Acknowledging individual differences, each individual will demonstrate:

- P 1. the basic skills, techniques, and form associated with selected individual activities;
- P 2. the utilization of acquired physical skills in a wide variety of individual activities;
- P 3. the ability to identify and participate in a variety of fitness inducing activities that relate to or complement selected individual activities;
- C 4. knowledge of the history, current developments, etiquette, safety concepts, basic rules, and mechanical principles which apply to various individual activities;

- C 5. the ability to monitor improvement and set personal goals in various individual activities;
- A 6. an appreciation of and respect for the safety, effort, and abilities of one's self, partner, opponent, officials, and instructors;
- A 7. confidence and a desire to attempt new individual activities; and
- A 8. increased self-confidence, self-sufficiency, and individual initiative.

OUTDOOR PURSUITS

The following objectives identify the knowledge, attitudes, and physical and social skills related to the outdoor pursuits dimension. Acknowledging individual differences, each individual will demonstrate:

- P 1. the basic skills, techniques and form associated with one or more outdoor activity;
- P&A 2. an increase in personal character traits such as self-confidence, self-sufficiency, and individual initiative in addition to the components of total fitness;
- C&P 3. the ability to identify and pursue a variety of fitness-inducing activities that relate to or complement selected outdoor pursuits;
- C 4. an understanding of the history, current developments, terms, rules, safety concepts, and mechanical principles which apply to selected outdoor pursuits;
- A 5. an appreciation and respect for the natural environment; and
- A 6. an awareness of the potential of the natural environment for worthwhile lifetime outdoor pursuits in all seasons.

III. PLANNING FOR TEACHING SECONDARY PHYSICAL EDUCATION

A. GROWTH AND DEVELOPMENT CHARACTERISTICS

Physical education aims to contribute to the positive development of the whole child in terms of the physical, mental, and social needs, which are unique to each individual. Physical education plays an essential role in a child's development since regular, vigorous physical activity is necessary to ensure normal growth and development.

Although patterns of growth and development and general characteristics have been identified for each age grouping, physical educators must be cognizant of the varying rates of development and accepting of a wide range of task responses. These patterns and stages of development must be considered during program planning, and daily lessons must be flexible enough to accommodate individual differences.

JUNIOR HIGH

Physical Characteristics

- the majority of students will have reached puberty by the end of this period.
- the body undergoes rapid physical change and growth.
- gross motor coordination may be poor and students will appear awkward as they experience their "growth spurt".
- fine motor coordination is fairly well developed and overall coordination will continue to improve.
- some aspects of fitness will be near equal between the sexes.
- females tend to mature earlier than males, but as males mature they may become stronger, faster and larger than the typical female.
- students tend to tire easily but endurance continues to improve as heart and lung sizes increase.

Mental Characteristics

- attention span is increasing and students are becoming more capable of understanding abstract concepts and learning more complex skills. They are using logical reasoning based on classifying and ordering.
- students enjoy working with things and like to figure out why and how things work.
- students enjoy a challenge and become keenly competitive with respect to both individual and team situations.

- they are interested in practising and mastering a skill and are generally enthusiastic and highly motivated.
- students develop an awareness of social concerns and strive for independence.
- at this age, they begin to accept responsibility for their actions and are more capable of making their own decisions.

Social and Emotional Characteristics

- students seek acknowledgement and need encouragement and reassurance.
- peers play an ever increasing role of importance and peer-group loyalties are evident.
- permanent friendships are also evident and students have a strong need to "belong".
- emotions are difficult to control and run to extremes. Attitudes may fluctuate.
- students are becoming interested in the opposite sex and are more concerned about their personal appearance and hygiene.

Program Organization

The physical education program has been organized into seven dimensions for which ninety activities have been identified. The skills for each activity are sequentially developed into four levels. Each level may serve as a stage to introduce and develop some of the necessary skills. (The activities and levels are presented in the curriculum guide). These levels accommodate the uniqueness of the junior high student.

Growth and development characteristics have definite implications for the planning of the junior high school program. The following chart represents a summary of the above mentioned characteristics and program planning guidelines.

Rapid muscular development, accompanied by periodic stages of awkwardness and poor coordination, means that junior high students may exhibit widely varied abilities.

GROWTH CHARACTERISTICS

PROGRAM IMPLICATION

1. Growth Spurt

Regular physical activity to enhance normal growth and promote a knowledge of the physical changes taking place.

GROWTH CHARACTERISTICS

2. Awkwardness,
Poor Coordination
3. Interest in new things -
"adventure" oriented
4. "Sports Crazy"
5. Endurance Low
6. Group Pressures -
Desire to Belong
7. Sexual Awareness

PROGRAM IMPLICATION

Activities presented that ensure development of motor skills, hand-eye coordination and balance.

Introduce a variety of activities, with a built in "success" model to ensure enthusiasm is not stifled.

Provide an opportunity to learn the fundamentals of a variety of team and individual sports. Stress the need to "learn the basics".

Work in a program of regular aerobic, strength and muscular and endurance activities. Ensure that the students know the whys of exercise, sleep and rest, and their effects on a growing body.

Team Sports - Stress Group (Team) cooperation and emphasize that each individual is needed to make a "team".

Provide a variety of co-educational activities - play down direct one-to-one competition or comparisons between boys and girls. (Suggestion: Have double partners be mixed only.)

(Adapted from "Physical Education: A Program for all Seasons", Physical Education of Idaho Public Schools, Grades 7-12. Idaho State Department of Education, Division of Instructional Improvement. January 1982.)

SENIOR HIGH

Physical Characteristics

- most students will outgrow their "awkward" stage as they approach maturity during their high school years.
- they will experience significant gains in weight, strength, and both cardiovascular and muscular endurance.
- fine and gross motor coordination and muscular control is greatly enhanced.
- females typically do not maintain physical activity and will begin to experience a decrease in strength and flexibility unless activity is maintained.

- females tend to reach maturity earlier than males.
- motor skill development is advanced.
- males are capable of attaining higher fitness scores and physical performance scores than females in most aspects of fitness.

Mental Characteristics

- students now have a longer attention span and are able to concentrate longer.
- a greater interest is shown in intellectual and aesthetic pursuits.
- a concern for their successes and failures is apparent as they are looking towards their futures and begin to relate to immediate and long-range goals.
- abstract reasoning is developing.
- mental abilities are developing and students require more exposure and varied experiences to function in society.

Social and Emotional Characteristics

- peers have strong influence on an individual during this period of life and peer group loyalties are very strong, as is the need to "belong".
- students strive for and demand greater independence and may resent controls placed upon them.
- most are more responsive to the needs of others and are aware of and sensitive to the opposite sex.
- personal appearance and hygiene is of great importance.
- many are striving for a personal identity.

Program Organization

The physical education program has been organized into seven dimensions for which ninety activities have been identified. The skills for each activity are sequentially developed into four levels. Each level may serve as a stage to introduce and develop some of the necessary skills. (The activities and levels are presented in the curriculum guide). These levels accommodate the uniqueness of the senior high students.

Growth and development characteristics have definite implications for the planning of the senior high school program. The following chart represents a summary of the above mentioned characteristics and program planning guidelines.

The patterns of growth and development vary greatly between male and female students in high school. Motor coordination and strength will improve for both sexes. They will become increasingly aware of an interest in their personal development and appearance as their adults drives become stronger.

CHARACTERISTICS

PROGRAM IMPLICATION

- | | |
|---|--|
| 1. Personal appearance paramount | Stress the beneficial results of regular physical activity as related to "looks" (bone tone, firm, slim, etc.) |
| 2. Weight gain, growth nearing completion | Continued regular physical activity to enhance growth and development. |
| 3. Need for more autonomy of self | Provide experiences to make decisions, play "complete" games--perhaps choose electives. |
| 4. Increased sexual development | Increase the number of co-educational activities--perhaps making no distinction at all. |
| 5. "Peer Power" | Ensure success in front of group--try to make activity the "in" thing. |

(Adapted from "Physical Education: A Program for all Seasons", Physical Education of Idaho Public Schools, Grades 7-12. Idaho State Department of Education, Division of Instructional Improvement. January 1982.)

B. WAYS IN WHICH STUDENTS LEARN

Teachers of students in physical education are concerned with the how and why of learning. Certain skills, knowledge and understanding, and attitudes and appreciations, are learned through teacher guidance and direction. However, a student's self-direction (exploration, inventiveness and problem-solving) is equally as important. Individual student needs can be met in each of these areas with an understanding of the ways in which children learn.

1. Experimentation: Each student is provided with the opportunity and time to experiment with open-ended tasks (guided experiences) in order to explore possible solutions. A variety of actions and ideas are examined.
2. Selection: The teacher assists in the selection of the appropriate solutions through observation and demonstration, and modifies the task(s) through the introduction of rules, limited space, or specific equipment. Upper levels are encouraged to become more selective.

3. Repetition: Students are provided opportunities for repetition of familiar activities with familiar equipment to achieve quality. Activities are individual and simple for beginning levels and many repetitions are necessary in order to develop skill. At senior levels, pupils combine a number of skills and perform the repetitions necessary for further improvement. Also at senior levels, skills may be further practised and improved by working in small groups.
4. Consolidation: The teacher assists students in consolidating and combining skills into quality performance through extension and refinement.

C. THE EXCEPTIONAL STUDENT — ADAPTED PHYSICAL EDUCATION

Exceptional students can be integrated into physical education by providing for their individual differences.

Adapted Physical Education

For the purposes of physical education, atypical students may be highly skilled, slow learners, obese, hearing impaired or deficient in their perceptual motor abilities. Teachers are encouraged to assess the physical capabilities of these students in order to establish a profile. This profile provides information for the development of an action plan specific to the exceptional students' needs for successful integration. Taking into consideration the ways in which students learn skills and concepts, the suggested methodologies that emphasize an individual approach to learning encourage students to respond to problems and tasks selected by the teacher. The goal is for each student (within his or her particular capabilities) to respond to the best of his/her own abilities. This approach allows for all students to experience success, as success is determined by how well each responds to the tasks set out by the teacher.

Note: For assistance, consult the monograph on "Integrating Physically Disabled Students into Physical Education" available through the Learning Resources Distributing Centre, Alberta Education.

Gifted and talented students are those who by virtue of outstanding abilities are capable of exceptional performance. These are students who require differentiated provisions and/or programs beyond the regular school program to realize their contribution to self and society. Students capable of exceptional performance include those with demonstrated achievement and/or potential ability in one or several of the following areas:

- o general intellectual ability
- o specific academic aptitude
- o creative or productive thinking
- o visual and performing arts
- o leadership
- o psychomotor ability

Program Implications:

- a) involve students in different tasks not more work
- b) involve students in leadership situations
- c) provide opportunities for learners to realize high level objectives within each learning domain
- d) provide opportunity for students to become immersed in an activity or topic
- e) individualized instruction
- f) use a variety of teaching methods with emphasis on student centred or indirect methods
- g) give students more opportunities to be responsible for their learning
- h) encourage students to be analytical and reflective.

D. PLANNING CONSIDERATIONS

1. Yearly Planning

Thorough planning is essential to an effective, efficient quality program of physical education. A well-planned program will benefit both the students and the teachers.

Program planning is a process of making decisions concerning what the program is to accomplish and the means by which this will be achieved. It is very important that all members of the physical education staff are involved in making these decisions.

Planning the year's program will involve determining a philosophical basis which states specific aims, goals, objectives, and current priorities; a scope and sequence; a schedule of activities or units to be taught; policies and procedures; and means of evaluating the students and the program.

Due to the numerous and variable factors that must be given consideration when planning a physical education program, no set program or course can serve all situations equally well. Each physical education team should go through the planning process, referring to the guidelines and recommendations of the provincial curriculum, to create a program that is best suited to the particular needs of their students and school.

Many factors affect the decisions made when planning a physical education program. Such factors include students, facilities, equipment, staff, budget, safety, program philosophy, transportation, administrative factors and community.

One practical approach to formulating the yearly plan involves a step-by-step process of making the necessary decisions and a means of illustrating the resultant program on large wall charts for students, parents, staff and administration to see.

This planning process involves defining and/or developing the following areas:

- . school profile
- . program philosophy
- . scope and sequence of activities
- . program balance
- . scheduling
- . student evaluation
- . program evaluation

2. Unit Planning

The yearly plan facilitates the planning of the units as many decisions have been made regarding the yearly program prior to unit development. The unit plan provides a comprehensive, detailed outline of how the particular activity will be utilized and taught so as to make specific contributions to the achievement of the overall program objectives.

The unit plan should consist of four main components: specific objectives, carefully selected learning activities, evaluation techniques for both the students and the unit, and resources to be used.

3. Lesson Planning

The lesson plan should provide a well thought out proposal for the organization and management of the time, space, equipment, learning activities and the students to be taught, in order to maximize the attainment of lesson, unit and program objectives. It serves as a flexible guideline, not as a rigid, unalterable framework for the lesson. Spontaneous teaching and learning opportunities may necessitate some amendment to the prepared lesson plan.

E. PROGRAM BALANCE

The term "balance" is used frequently with reference to a physical education program. There are a number of "balances" that must be considered.

1. The balance of physical education in terms of the total school program, usually realized by the time allotment, timetable considerations, staffing, and budget given to physical education.
2. The balance of the instructional intramural and interscholastic portions of the physical education program in terms of the time, effort, money, commitment, and staff deployment in these areas.
3. The balance of development in the three domains - the psychomotor (physical skills and fitness); the cognitive (knowledge and understandings); and the affective (attitudes, appreciations, social skills).
4. The balance in terms of the dimensions and activities offered in a physical education program.

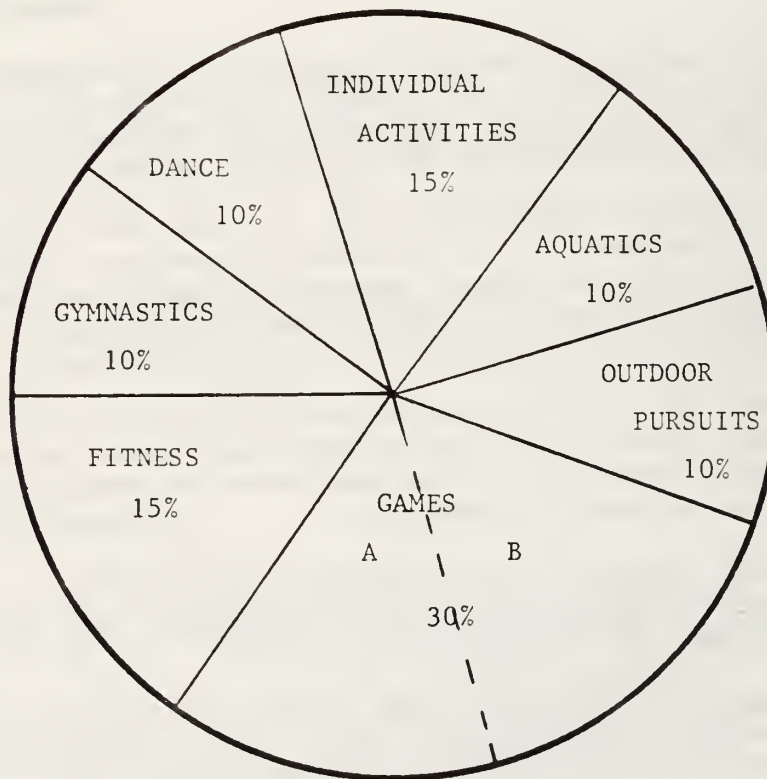
Balance is usually thought of in terms of the proportion of time devoted to an activity or some aspect of the program. Proficiency, commitment, and enthusiasm of the teachers, although difficult to measure, are also important contributing factors to the concept of balance.

A well-balanced program provides opportunities for students to participate in activities from all seven dimensions, appreciating local considerations, such as budget, facilities, religious persuasion, etc. Such a balance will provide a broad and varied program of physical education.

1. A well-balanced program provides opportunities for students in all dimensions to receive broad and varied programs of physical education. Local conditions may preclude some activities within a dimension.
2. A well-balanced program has greater potential for accommodating the wide range of interests, needs, and individual differences of the students.
3. Balance does not imply equal amounts of time for each dimension. Activity selection and time allocation will be determined by the needs and development of the students, by the program objectives, and many other factors.
4. The program balance may differ somewhat between the boys' and girls' programs. It may also differ from grade to grade, and from junior high to senior high school depending on such factors as perceived needs, time and facilities.

5. The dimensions may overlap. For example, films may be offered as a discrete dimension consisting of independent units and activities, or be incorporated in part or in total into the other dimensions.
6. The program balance should reflect the philosophical bases and emphases of the program.

Program Balance - Sample Weightings



Each dimension should receive a minimum of 10% of the available instructional time. (Note exception re Aquatics. It is recognized that a minimum of 10% of available instruction time may be excessive where a swimming facility is not available, and teachers may amend the time requirement accordingly.)

F. COED PHYSICAL EDUCATION - GUIDELINES

Each of the following questions has been the focus of research over the past decade. As a consequence, some guidelines can be derived for the effective implementation of coed programs.

1) What are the inherent capabilities of boys and girls in physical activities? Do boys and girls differ in their capacity to acquire physical fitness, to learn complex motor skills, game tactics and strategies?

Research has shown that in terms of fitness measures, boys have more strength, height, weight, and cardiorespiratory endurance than girls. They also have a lower percentage of body fat. Girls generally possess greater flexibility, rhythmic ability and buoyancy. It is generally agreed that in evaluating physical performance, separate standards are needed for boys when strength, endurance, height, weight or lean body mass are a factor and for girls when performance is based on flexibility, buoyancy or rhythm (Safrit, 1986).

In evaluating the ability of boys and girls in fitness activities it is important to remember that the results above for strength, height, weight, lean body mass, flexibility, buoyancy, rhythm and other areas represent the average for boys and girls. Too often these results are interpreted to mean (for example) that all boys are stronger than all girls or that all girls are more flexible than boys. As teachers it is important to keep in mind that a normal distribution is being described and that considerable overlap in scores often occurs. Consider the figure attached (from Keogh and Sugden, 1985, pp. 147) which shows the performance of boys and girls on the standing long jump. Although the mean performance of girls is lower at all ages 11 through to 17, the graph shows considerable overlap in scores especially during the ages 11 to 13. To age 13 two thirds of the girls overlap in performance with the boys. This is a pattern that is found in many other measures and is indicative of our need as teacher to assess each boy and girl as an individual rather than being directed simply by norms or stereotypes.

In terms of the ability to acquire complex physical skill and to learn tactics and strategies associated with games the literature is not at all definitive. This is because of the difficulty inherent in measuring the acquisition of skill or tactical sense. At present it is acknowledged that boys have a greater opportunity to play games such as ice hockey, soccer, basketball, football, baseball, volleyball, etc. and therefore they come into physical education classes with a superior exposure to these spatial games. There is however no evidence at present to show that girls have an inability to acquire complex skills or that they cannot learn the tactics associated with games. Keogh and Sugden (1985, pp. 194) state that "nothing definitive can be stated at this time, because the search to identify children's movement abilities has not been conducted extensively enough and with sufficient rigor". For those who want to learn more about this complex topic, the Keogh and Sugden book is an excellent recent, comprehensive synthesis of the literature.

2) Does combining boys and girls in the same physical education class effect how much is learned by either sex?

There is no evidence at present showing that coed physical education classes (as compared to segregated classes) affect student's attitudes toward physical education (Alpers, 1977; Acord, 1977), or their motivation or levels of aspiration (Ferguson, 1979) or that coed physical education classes effect the ability of either boys or girls to acquire complex skills (Neil, 1985).

3) Does combining boys and girls in the same physical education class cause an increase in injuries? Are girls more injury prone than boys? Are there certain types of injuries that are more prevalent in boys than in girls and vice versa?

There is no evidence to show that injury rates increase or decrease because of coed physical education. There is evidence however to show that girls in school sport experience types of injuries that are different from boys and vice versa. In a study involving over 42,000 athletes (track, cross country, swimming, tennis, volleyball, basketball, baseball) over three years, Chandy and Grana (1985) found that boys experience a greater incidence of injury to the shoulder area whereas girls experience more injuries to the knee. Boys tended to experience more contusions, strains and fractures while girls were more prone to sprains and dislocations. The most striking finding is that girls tend to experience a greater incidence of injury in basketball with these injuries often being to the knee and requiring surgery. The underlying reason: "the difference between boys and girls is not related to anatomical or physiological differences but to the specific sport and the athlete's readiness to participate. In order to prevent injuries "girls need to be provided with conditioning programs to achieve peak levels of strength, power and endurance" (pp. 110).

4) What influence does the attitude and behavior of the physical education teacher have upon the conduct of coed physical education classes?

Griffin's work (1984, 1985a, 1985b, 1985c) and that of others (Gaedelman, 1981) indicates that the attitude of the physical education teacher is an important determinant in how successful coed physical education classes are. In terms of practical suggestions for teachers, the following suggestions are abstracted from Griffin (1985).

a) Teacher Behavior

1. During portions of classes when students are involved in self directed tasks, observe girls and boys to identify the different styles of participation among students.
2. Monitor and change any tendency to describe student behavior in generalized terms. Avoid saying, "The boys never pass the ball to the girls," or "The girls always hang back in team games." Instead, specifically identify which boys and girls engage in this behavior.

3. Make an effort to identify students who, like invisible players, can easily be overlooked by teachers and other students in large classes.
4. Remember that girls and boys, who do not conform to traditional sex role behavior need support, encouragement, and, sometimes protection in choosing their nonconforming interest and developing their abilities.
5. Don't ignore or condone rude or abusive behavior among students. Students who engage in this kind of behavior towards others need to learn to accept differences among people and to respect the feelings of others.
6. Encourage students who lack confidence and skill in team games.
7. Compliment and encourage boys who play enthusiastically and fairly with others in the class regardless of skill or gender.

b) Class Organization

1. Provide as much opportunity for skill instruction and feedback as possible for students who do not have the basic skills to enjoy a game. Invite them to come early to class or return after school, assign homework, or provide extra inclass practice in addition to regular class instruction. Avoid taking on the role of referee in classes, continue to teach during the class tournament.
2. Separate competition from skill learning. When all skill drills are competitive, the focus is on winning, not learning, and beginners feel responsible for team losses rather than trying to improve skills.
3. Use ability grouping to allow all students, beginning and advanced, to work on skills at their level, rather than boring advanced students and frustrating beginning students by teaching them all the same skill at the same time.
4. Develop and post fair play rules for team sports. Enforce the penalties for students who violate the rules.
5. Match opponents or whole teams in games so that players are competing with others of similar ability.
6. Avoid the use of student gender as a criterion in grouping for instruction or game play. Instead, use skill ability, height, weight, or other criteria relevant to the activity being taught.
7. Avoid the use of sex designated rule changes to encourage more game participation by less aggressive students. Instead of saying "a girl must touch the ball before a shot is taken", try "everyone on the forward line or three out of five players on the team must touch the ball before a shot on goal".

5) How do students feel about coed physical education? Do adolescent boys and girls like being combined together or do they prefer segregated classes?

Some understanding of this question is provided by the "participation styles" literature by Griffin (1984, 1985a). In this research, boys and girls in coed physical education classes were observed (55 team games classes) in order to describe their different participation styles. Rather than finding a distinctive style of participation for all the boys and another for all the girls, five styles were identified for boys and six for girls. Of the eleven styles identified many were similar while others were very different. A group of boys and another of girls were identified as athletes with both being highly skilled and motivated. For both boys and girls, there were also the "invisible athletes", low skilled students who actively avoided contact with the ball or involvement in the play. Unique to the boys was a group of skilled athletes called "machos" who seemed to resent the presence of the girls and tried to dominate them and the lesser skilled boys. Within the girls, two groups were unique. One group was called "femme fatales" and were girls who appeared to dislike physical education, misbehaved and teased the other students. Another group was called "system beaters", girls who were successful in being absent from class. Although there is no evidence to show that coed physical education negatively affects attitude, motivation or the ability to learn, it does appear to increase the variety of participation styles that the teacher has to deal with.

The participation styles literature also indicates that for boys and girls of similar skill level (skilled or unskilled) coed physical education provides a positive learning experience. It is when skill level becomes uneven that difficulties appear. More information is also provided by a recent survey (January, 1986) conducted by Womens Sports and Fitness magazine. Over 7,000 girls and women were surveyed with 70% or the respondents indicating that mens and womens sports should be kept separate. The reasons--80% of respondents felt "that men feel threatened by losing to women" therefore making the experience uncomfortable for both. Despite this, however, when seeking someone of comparable skill, 52% end up playing against men. "Perhaps the women feel that sports should be segregated but in actuality, half play with men because men match their skill level". How do the men feel about competing against women? A similar study indicating the preferences of men and boys is necessary before this question is fully addressed.

Another point emerging from the Griffin (1984;1985) studies is that coed sport often leads to boys and girls seeing each other in a more realistic light. Whereas segregated sport often perpetrates the idea that all girls are less skilled and less able physically than all boys, coed sport tends to blur the gender lines bringing them more into line with reality. Since women have moved into the workplace in numbers comparable to men, many feel that experiences in physical education and sport act as microfutures that will help both sexes work together more productively as adults in the workplace. See Naismith and Auberdene (1985) for more on this subject.

The foregoing prepared by Joan N. Vickers, University of Calgary
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G. CO-CURRICULAR PROGRAMS

The co-curricular programs offered within a school are an important component of the total education of the child. Co-curricular programs are those programs offered outside of but complementary to the regular curriculum, e.g., lunchtime activities, those offered after school, and those planned for weekends such as intramurals and interscholastics. Intramural and interschool programs complement the physical education program by further developing the skills, knowledge and positive attitudes developed in the instructional component. Opportunities should be provided for students to develop their individual interests, abilities and talents, and in the process to develop specific competencies.

Students, teachers and schools have a choice in relation to providing for and participating in Intramural and Interschool programs. Schools should analyse their needs, the needs of the students as well as those of the community, and decide whether co-curricular programs should be made available as part of each student's education. If they are, the total school teaching staff should be responsible for the organization and supervision required.

H. INTRAMURAL PROGRAMS

As a component of a co-curricular program, intramural activities should provide all students with opportunities to participate.

A quality intramural program includes leagues and tournaments, special days, clubs, and self-directed activities. The program organization is dependent on the objectives of the teacher as well as the needs of the students and the school. Suggested resources: CIRA Intramural Series--Junior High Intramurals, and Senior High Intramurals.

I. INTERSCHOOL PROGRAM

Interschool activities consists of competition with other schools. Organization and governance of interschool programs at the junior high level differs in districts across Alberta. Provincial competition at the senior high level is governed by Alberta Schools Athletic Association (ASAA), and include activities such as Volleyball, Basketball, Badminton, Gymnastics, Golf, Track and Field, Floorball, Curling, Wrestling and Cheerleading.

J. LEADERSHIP

Leadership is a process of structuring, organizing and guiding a situation so that all members of the group can achieve common goals with a maximum of economy and a minimum of time and effort.

Dynamic leadership is one of the greatest needs in our society. Today's students will be able to volunteer as future playground leaders, minor league coaches and managers, camp counselors, officials in addition to teaching their children to play on the role as a parent.

Objectives

Through leadership experiences students should be able to:

- describe the responsibilities of leadership
- distinguish between characteristics of good leadership and poor leadership
- solve problems, make decisions, plan and organize using selected procedures
- develop a knowledge of following other leaders in different situations
- identify leadership types
- value the privilege of leadership as a service to others

Leadership can be incorporated into the three components of physical education, the instructional program, or interscholastics.

Class Instruction

Leadership skills should be integrated into all the dimensions in the class instructional program. Students will be able to develop leadership skills in the following situations:

- squad leaders
- captain of a team
- demonstration in class
- leading warm-up activities
- officiating
- leading game of low organization
- giving individual help to other students, peers, younger children
- spotting and assisting others
- managing equipment--distribution, setup, maintenance

- assisting in the administration of class tournaments, meets or displays
- self-testing activities, circuits, personal training programs
- small group compositions and the teaching of routines to other class members
- organizational activities for camping and other outdoor pursuits

Intramurals

The following opportunities can be used to develop student leadership in intramural programs:

- councils and committees
- officiating and judging
- organization and administration of activities
- equipment care, organization and management
- promotion
- awards
- record keeping

Interscholastics

The interscholastic program provides the following possibilities for developing students' leadership skills and personal qualities:

- team managers
- coaching assistants
- equipment managers
- officiating and judging
- publicity, reporting results of games to the media or school newspaper
- team trainers
- statisticians
- membership on a team
- captain of a team

Leadership Skills

Through deliberately structuring lessons and situations in all dimensions of physical education with leadership objectives in mind, the following leadership skills and knowledge will not be left to chance:

- the ability to organize effectively and efficiently
- decision-making skills
- communication skills
- group interaction skills
- learning to cope with conflicts and differences of opinion
- goal setting techniques

- problem-solving skills
- knowledge and understanding specific to tasks, example tournament structures, types of competition, meet organization, etc.
- the ability to plan, administer, and evaluate an activity
- officiating skills

Characteristics

As we provide opportunities for the development of leadership skills in our students the following personal qualities of a good leader can also be developed through the medium of physical education.

- reliability
- perseverance
- initiative
- self-confidence
- sociability
- empathy, tolerance, understanding
- self-control
- enthusiasm
- cooperation
- responsibility of the individual to the group
- sense of justice and fair play
- responsibility
- positive self-concept

Much has been said and written regarding the population explosion, integration of multi-cultural societies, the expansion of technology and automation, increased leisure time and stressful competition in all facets of life. If students, present and future, are to cope successfully with these factors, they will need strong leadership skills which they can apply to their lifetime activities. An inherent factor in teaching these leadership skills is that they should disperse and integrate with other subject areas and have certain utilitarian values which can be utilized once formal schooling has ceased.

Physical education is fully aware of its responsibility and the role it must play if it is to do its part in educating students to better health and greater enjoyment of their life styles.

Reference: Student Leadership Development Program
 Canadian Intramural and Recreation Association (CIRA)
 333 River Road, Ottawa, Ontario, K1L 8H9

K. DRESS CODE

All students participating in a physical education class should be required to change from their regular school clothing to ensure a state of readiness for the activity.

Clothing and footwear should be appropriate for the specified activity and physical environment. Jewelry should be removed to avoid injury to self and others.

Physical education attire should facilitate freedom of movement, promote safety and be neat in appearance. A standard school uniform may be desirable but not necessary.

L. SAFETY AND PHYSICAL EDUCATION

Because of its nature, there will always be some risk of accidental injury associated with physical education. The school is always responsible for minimizing the possibility of mishaps occurring. Establishing and maintaining a safe learning environment requires that the following conditions be met:

1. Facilities and equipment must be appropriate for the activity, and in good working order.
2. Students must receive instruction prior to their participation in an activity. Attention should be paid to appropriate skill progression and readiness of students.
3. Students engaged in an activity must be supervised in a manner suitable to the occasion.

To ensure optimal safety conditions, the teacher should also consider:

1. Teacher qualifications (expertise, background, experience)
2. Teaching method
3. Students' skills, understanding, attitude and physical condition
4. Warm-up and major activities
5. Safety rules
6. First aid procedures
7. Procedure for reporting accidents

Physical activity is important to the normal growth and development of every child. Teachers should not exclude vigorous activity from their programs because of fear of accidents. They should use prudence in the selection, instruction, and supervision of all activities in the physical education program.¹

¹ K-12 Physical Education, Manitoba Department of Education, 1981. p.81.

With this caution in mind, it should be noted that concern has been expressed regarding contact sports such as football and ice hockey. Flag football has been accepted for inclusion in the instructional program. Whereas the basic skills of ice hockey may be taught, full contact games should not be organized. Rather the recreational approach to the game should be encouraged.

M. LEGAL LIABILITY FOR INJURY

Physical educators have become increasingly concerned about the legal implications resulting from injuries which may occur while students are participating in the physical education program. The frequency of pupil injury accidents has severe implications for the profession, so it is imperative that physical educators, coaches, and administrators know the legal parameters within which they function. With respect to liability, see teachers, other board employees and board officials are subject to the provisions of:

- The Criminal Code of Canada
- The Alberta School Act
- Policies of Alberta Education
- Policies of the local board and individual school

Although physical educators are individually responsible for personal acts of negligence, there are subsequent legal attachments relative to the school board employer. Therefore, the physical education teacher must be familiar with all facets of the law as it applies to his or her specific position: legal liability, insurance, travel regulations, administration and supervision, curriculum development, segregation of pupils, installation and repair of equipment and facilities.

A further consideration is the obligation physical educators have to develop and administer programs which have as their primary concern the total welfare of all students involved.

It is with this basic concern that continual on-going development of policies and procedures can effectively minimize the risk of student injury.

N. ACCIDENT PROCEDURES

Because of its nature, there will always be some risk of accidental injury associated with the subject of physical education. The school and the teacher are responsible for minimizing the possibility of mishaps occurring. Establishing and maintaining a safe learning environment

requires that the school and teacher know and are concerned about the importance of first aid and safety. To be successful with these endeavours, each must follow certain rules that are applicable to them.

1. The school board should have an accident policy on record.
2. The school administration should provide a procedure for reporting accidents:
 - i) have a set of school safety rules that includes the physical education areas
 - ii) have a first aid kit available
 - iii) provide a form to be filled out by the teacher to report the accident
3. The physical education teacher should:
 - i) know school safety rules, first aid procedures, and procedure for reporting accidents
 - ii) make sure that the facilities and equipment are in good working order and safe to use

Physical activity is important for the normal growth and development of every child. Teachers should not exclude vigorous activity from their programs because of fear of accidents. They should use prudence in the selection, instruction and supervision of all activities in the physical education program.

O. FACILITIES

The gymnasium is the primary facility where physical activity will be carried out. This facility should:

1. have properly painted lines on the floor
2. be free of safety and health hazards
3. have a ceiling at least 6.7m high
4. be large enough to enable the school to schedule physical education for the minimum required time per week, per pupil.

The gymnasium and auxiliary indoor teaching stations are not the only places where physical activity can occur. Usable areas within the school may include hallways, stairs and classrooms.

School grounds should be large enough to provide space for a variety of activities. They should be properly surfaced, graded, drained, enclosed and free of safety hazards.

Community facilities such as tennis courts, pools, rinks, should be used as well. In many communities there is a joint-use agreement between the school and the community for the use of these facilities. Some other facilities usually available in many communities are the curling rinks, bowling alleys and golf courses. These facilities enhance the scope of the program.

More detailed information on facilities may be obtained from the publication A Guide to Planning of Physical Education Facilities in Alberta Schools (revised edition), Health and Physical Education Council of the Alberta Teachers' Association 1979, Edmonton.

Community Resources

Alberta Education recognizes the logic and benefits of community use of schools and the reciprocal use of community resources by schools within the province. The logic pertains to obtaining the most benefit from facilities built with public funds.

Physical education covers a broad spectrum of sports and leisure activities, and the use of community resources both physical and human is encouraged as a means of enhancing physical education programs at all levels.

P. EQUIPMENT

Equipment Purchasing Guidelines

The selection and purchase of equipment is an important task. The amount and kind of equipment is determined by the:

1. age of students
2. number of students
3. size and kind of facilities
4. program content
5. funds available

Selection of Equipment

Some considerations when working on this task are:

1. The basic needs of the instructional program should be considered first. Consideration should be given to the purchase of extra equipment for use in the intramural program as well as the co-curricular program.
2. Price alone should not be the determining factor for purchasing equipment. Protection, safety, durability, performance and maintenance factors should be considered.
3. School jurisdictions may consider establishing a central loan pool to provide the larger pieces of gymnastics apparatus and outdoor equipment necessary for the program.

Q. BUDGET

Money Management

Fiscal planning is an essential part of a well co-ordinated physical education program. The budget reflects department objectives, educational priorities and program. Funds must be secured using sound business procedures, expended in relation to program objectives and accounted for with the use of an inventory.

What types of budget planning needs to be done?

There are two plans which should be considered:

1. Short term - This is often called the operational or yearly budget. It contains such things as equipment, facility rental, busing, repairs and textbooks. Usually the type of equipment purchased in the operational budget are expendables such as balls; high cost items such as gymnastic equipment are often purchased through a capital equipment budget.
2. Long term - Long range planning is often overlooked but is an opportunity to indicate priorities when purchasing equipment, plan for purchases of major capital items, influence school philosophies and determine what areas of the program need to be developed.

R. FEE ASSESSMENT

Physical education is a required subject for all students, Grades 1 to 10. This being the case, physical education programs should not discriminate between students on the basis of ability and/or willingness to pay certain imposed extra fees in order to participate.

In establishing a yearly plan of activities within a physical education program, one should keep in mind areas of expenditure that may exist. Areas identified in this study include:

1. Physical education
2. Lock/locker rental
3. Insurance coverage
4. "Lab" fees - standard fees charged to all students at the beginning of a school year or charged on an individual activity basis, or a combination of both
 - such fees in most cases involve off-school sites and include:
 - a. facility rental
 - b. special equipment rental or purchase
 - c. hiring of qualified personnel
 - d. transportation

S. CURRENT ISSUES

Each activity contained within a dimension has a current issues component included in the levels chart.

Teachers should take every opportunity to discuss topics of current interest with students as the topics apply to the activity being taught or as they receive local, provincial, national or international prominence.

Such issues might include: the politicization of sports; use of drugs for performance enhancement; sex biases in sports; current Canadian athletes and programs; use of computers in sport physical activity.

Whenever possible teachers are encouraged to use current technology to implement and enhance their programs.

IV. PROGRAM IMPLEMENTATION DETAILS

A. TEACHING CONSIDERATIONS

1. Teaching Methods in Physical Education

The breadth of concepts, skills, and attitudes learned in physical education and the variety of learners suggests that teachers should acquire an array of teaching approaches. Depending upon desired learner outcomes, subject matter, the nature of the learners and their stage of learning, and the number in the class, the teacher may use many methods in any one lesson. An effective teacher of physical education has a repertoire of methods and uses them in specific situations in relation to the particular needs of the moment.

Current literature suggests the availability of an array of teaching methods. A teaching model by M. Mosston that has been developed is based on the axiom that "teaching behavior is a chain of decision-making."⁽¹⁾ As the decision-making shifts from the teacher to the learner, different teaching methods evolve. Three categories of decisions are made in any teaching/learning situation. They are pre-impact, impact and post-impact decisions. Decisions in the pre-impact category include planning decisions such as when, who, what, where, and how. Impact decisions concern classroom actions or performance. These decisions focus on implementing the pre-impact decisions. The post-impact category is concerned with evaluation of the impact decisions and, as such, involves reflecting upon both the pre-impact and impact decisions.

Differences in teaching methods used are characterized by who makes the decisions. Thus, a continuum of teaching methods has evolved. At one end of the continuum, the teacher makes all the decisions in each of the three categories, while the learner's role is to respond and obey. At the opposite end of the continuum, the learner makes all the decisions while the teacher acts as a resource person.

As decision-making shifts from the teacher to the learner, different teaching methods emerge. Mosston, for example, identifies distinct teaching methods along a continuum.

- (1) The **COMMAND METHOD** requires the teacher to make all decisions in all three categories while the learner obeys and follows the decision of the teacher.
- (2) The **PRACTICE METHOD** requires the learner to make decisions in the **IMPACT** category. Decisions include where to work or sit within the teaching/learning area and how much time to spend on an assigned task.

¹ Mosston, M: Teaching Physical Education, 1981.

- (3) The **RECIPROCAL** or **PAIRS METHOD** requires learners to work with a partner. One student is the doer while the other acts as an observer who makes decisions in the post-impact category, using a prescribed criteria.
- (4) The **SELF-CHECK METHOD** continues to have learners make decisions in the post-impact category, but these decisions change from the learners mutually using a criteria to evaluate each other's performance to individual learners evaluating their own performance.
- (5) The **INCLUSION METHOD** introduces multiple levels of performance in the same task. Learners now decide where to engage the subject matter and at what level of performance.
- (6) The **GUIDED DISCOVERY METHOD** allows each learner to respond to a sequence of teacher prescribed tasks or questions and to discover the resulting consequences. This method is structured because the teacher determines the facts, ideas, concepts, relationships or principles to be discovered.
- (7) The **DIVERGENT METHOD** encourages learners to solve problems. A problem is structured by the teacher, and learners determine all of the possible solutions. Once all alternatives have been explored, specific criteria are provided and the learners are required to determine the best solution.
- (8) The **GOING BEYOND METHOD** is one in which the learner discovers and designs the question, the problem. This method is used when the learner makes decisions in all three decision sets.

2. Achieving Variety and Quality in Students' Work

Many techniques may be used by the teacher in order to develop variety or quality. Note that consideration should be given to achieving a balance between variety and quality in students' responses.

To develop variety:

- a) Rephrase the task.
- b) Vary the task by changing:
 - . Speed
 - . Pathway
 - . Number of parts used
 - . Named parts used
 - . Parts leading
 - . Level
 - . Shape
 - . Order of sequence
 - . Apparatus
 - . Apparatus arrangement

To develop quality:¹

- a) Insist that students answer the task.
- b) Coach individuals stressing:
 - . Time used: e.g.,
 - Explode into action.
 - Make a faster start.
 - Move slowly into a balance.
 - . Muscular tension required: e.g.,
 - Lock elbows.
 - Be soft on feet.
 - Keep rigid.
 - . Amount of personal space required: e.g.,
 - Stretch toes to ceiling.
 - Tuck in arms and legs.

In order for students to achieve their greatest potential in both variety and quality of responses, teacher involvement and input are necessary throughout the lesson. Three strategies assist students' development for variety and quality: effective use of questions and comments, teacher observation, and demonstrations.

a. Effective Use of Questions and Comments

Rephrase the Task: Rephrase a task to present the same challenge in a new way ("Balance on one foot, place your free foot behind you ... where else can you place your free foot?").

Rephrase (student): Ask a student to rephrase a task in his or her own words ("John, tell me how you can get more height in your jump.").

Class Coaching: The teacher, noting general difficulties, stops the class and provides teaching points. "We all need to try to throw our hands up to lead us in our jumps ... let's try that again."

¹ Gymnastics - A Movement Approach, Calgary Board of Education, 1980, page 15.

Individual Coaching: Noting individual differences, the teacher moves from student to student making comments and suggestions while the class continues to work.

Questioning: Through questions and answers the teacher makes a point by asking students questions relating to what they have been doing ("John, what did you do in that last jump to help you get higher?").

Class Observations: Observing a class closely provides feedback for determining achievement, progress, and potential difficulties. As a result of observing students' responses, tasks may be clarified either for the class or for individuals experiencing difficulty.

Student Observations: Through observing individual students during the school year, it is possible to develop a movement picture for each student. This picture is used to evaluate each student's progress.

What to Observe: Observation provides feedback for potential difficulties in the following movement concepts:

Body awareness - Can students control their whole body in movement (e.g., running, and stopping, laterally)? Can students control individual body parts in different actions and movements (e.g., arms, legs, heads)? Do students know where their body parts are in their personal space when their bodies are in different positions (shapes and spaces)? Can students achieve balance (stillness) in different ways?

Space awareness - Can students move efficiently and effectively in different directions, levels and pathways?

Effort awareness - Are students progressing in using effort, flow of movement, speed changes and contrast in heavy and light movements? Can students carry out a movement sequence or rhythmic response commensurate with their growth and development?

Relationships - Are students progressing in and able to work with a partner or in groups in cooperative and competitive situations (commensurate with their growth and development)? Are students demonstrating enjoyment initiative, freedom and inventiveness?

b. Use of Demonstrations

Demonstrations are effective teaching tools. They are useful to:

- Why?
- clarify a task set by the teacher
 - help students see, practise and learn new skills from others
 - motivate students towards improving variety and quality

Demonstrations are most effective if the following procedures are followed:

- How?
- students are directed what to observe
 - the demonstrators are in a good position
 - the demonstration is brief and clear
 - demonstrations are used wisely and not too often
 - practise follows each demonstration
 - all students, at some point, are given a chance to participate.

Demonstrations can be done by students. Some ways in which demonstrations may occur include:

- Who?
- one student to one student
 - one student to the class
 - half the class to half the class
 - the class observing two or three students at work
 - the teacher demonstrating an action, a skill, a possible response to a task. The student observes then responds by questioning, analyzing and moving.

3. Individualization of Instruction

Description

A basic premise in any curriculum delivery system is that individualized learning can occur in a group setting. This process for individual development may be accomplished through a variety of organizational procedures involving the whole class, small groups, pairs, or individuals working on their own. In this guide, activities have been organized into four "levels" of sequentially-developed skills involving all three domains; the psychomotor, the cognitive, and the affective. The levels are not to be interpreted as meaning grade level but rather a hierarchy of skills with a foundation basis in Level I and progressing to more advanced skills in Levels II, III, and IV.

V. EVALUATION

A. EVALUATION OF STUDENT PROGRESS

The importance of evaluation and reporting in physical education is in providing students, teachers and parents with information regarding students' progress in relation to physical skills, physical fitness, knowledge and understanding, social skills and positive attitudes. The weighing of these four criteria reflects the emphasis in the program. In physical education each child has his/her own standard of performance, therefore each assessment should be based upon the degree to which the student achieves his/her maximum potential.

1. Purpose

- a. To inform students, teachers, and parents regarding student progress.
- b. To motivate teachers and students toward improvement.

2. Principles

- a. Consider individual differences: physical characteristics, body build, background of experience, level of maturity, physical ability.
- b. Consider student potential.
- c. Evaluation is an ongoing process.
- d. Evaluation should consider improvement.
- e. Evaluation includes observation and measurement.
- f. Students should be informed of evaluative criteria and may be involved in the process.
- g. Reporting should be in terms of content covered and individual achievement.
- h. Evaluation should reflect a balance of all evaluative criteria.
- i. Evaluation should foster a positive student attitude toward physical education.

3. Evaluative Criteria

- a. Goal 1 - Development of efficient and effective motor skills and the application of these skills in a wide variety of physical activities.

i) Technique Evaluation

- Is a subjective and/or objective evaluation based upon the skill suggested at each level for activities throughout all dimensions of the program.
 - Games
 - Gymnastics
 - Dance
 - Outdoor Pursuits

- Individual Activities
- Aquatics
- Fitness

- Is an ongoing evaluation process.

ii) Application of Skill

- Is to be a subjective evaluation (observation) based upon improvement of skill application in each of the activities for all dimensions.
- A pre-rating, which takes into consideration the potential of each student, is necessary.

b. Goal 2 - Development and maintenance of physical fitness.

Fitness Testing

- Objective evaluation.
- A series of uniform fitness indicators to be initiated throughout the year to be used as a diagnostic tool for an ongoing assessment of the child's fitness.
- It is essential that all dimensions of the program meet the needs of the fitness goal, therefore, activities to provide the following components must be integrated into each and every lesson throughout the year.

- i) Functional Fitness Capacities
(essential to health and well-being)
- cardiorespiratory efficiency
 - muscular endurance
 - muscular strength
 - flexibility
 - weight control

- ii) Motor Ability Capacities
(skill related)
- speed
 - balance
 - agility
 - power
 - coordination (hand-eye, foot-eye)
 - reaction time

c. Goal 3 - Development of knowledge and the understanding of factors involved in attaining competence in and appreciation of physical activity.

Knowledge Test

- Objective evaluation to measure retention of important concepts.
 - Test prior to reporting period to ensure measurement of all relevant material as well as important concepts only.
- d. Goal 4 - Development and maintenance of positive personal attributes and interpersonal relationships, including a positive attitude towards continued participation in physical activity.

i) Social Skills

- sportsmanship
- cooperation
- responsibility
- communication
- consideration for others

ii) Attitudes and Appreciations

- desire to participate
- appreciation of quality effort and performance
- appreciation of one's own abilities and abilities of others
- attitudes and appreciation of safety for self and others
- appreciation of a positive self-concept

4. Reporting of Evaluation

<u>Evaluative Criteria with Recommended Range of Weightings for Each Reporting Period</u>	<u>Sample Weightings</u>
a. Development and application of physical skills.	20-40%
b. Development and maintenance of physical fitness.	15-25%
c. Development of knowledge and understanding.	15-25%
d. Development and maintenance of positive attitudes and social skills.	<u>20-40%</u>
Overall mark	100% =====

B. EVALUATION OF PROGRAM

Regular on-going evaluation of physical education programs should serve as a basis for upgrading. In addition, an annual appraisal by administrators and teachers can provide insight into program needs, facilitate planning and provide a basis for setting and revising objectives.

Program evaluation should provide information relative to:

1. The extent to which administrative organization is meeting objectives.
2. The program's contribution to students' interest and attitudes.
3. The program's contribution to physical fitness.
4. The program's contribution to social skills.
5. The program's contribution to knowledge and understanding of basic concepts.
6. The program's contribution to physical skills.
7. The program's success in accomplishing school based objectives set by the physical education staff.

Reference: PLANNING THE JUNIOR/SENIOR HIGH SCHOOL PHYSICAL EDUCATION PROGRAM, Physical Education Curriculum Action Project, Calgary Board of Education, February, 1983.

VI. SCOPE AND SEQUENCE OF ACTIVITIES FOR SECONDARY PHYSICAL EDUCATION

A. PRINCIPLES OF SCOPING AND SEQUENCING

1. Individuals mature and develop at different rates.
2. Student ability to function in more socially complex situations improves as student matures.
3. Skills should be taught progressively, from simple to more complex.
4. Skills should be taught as whole actions, and only broken down into partial motions if necessary.
5. Abilities vary (e.g., intellectual, motor-perceptual abilities).
6. Individuals learn at different rates.
7. Individuals learn in different ways (learning style, teaching styles).
8. Individuals should be challenged to learn at their potential.
9. It is feasible to adjust instructional and learning processes to students' background, abilities, interests and learning styles within the context of group instruction.

B. LEVELS APPROACH

The individual scope and sequences of the activities that follow are sequentially developed continua of skills. Each of these skill continua has been organized into four levels. Each level may serve as a stage to introduce and develop some of the necessary skills. Subsequent levels should reinforce the existing skills, knowledge, and appreciations. Although the continua are generally presented as psychomotor skills it is intended that they be integrated with cognitive and affective components. In addition to performing skills, participants should be able to analyze and make appropriate correction to and display positive attitudes and appreciations toward activities being studied.

The following should be noted about the skill continua and suggested levels:

1. Neither the skill continua nor levels are intended to be prescribed programs. But rather, it is hoped they will serve as guides for teachers in the modification and development of programs tailored to their individual circumstances.
2. The levels suggested should not be tied to grade levels as they merely represent a suggested sequence. Activity instruction normally begins with simple activities and progresses to the more complex. However, starting points and progressions are dependent upon individual participants and are not necessarily determined by grade level. Natural ability and skills gained from previous learning experiences both in and out of school need to be assessed in order to develop a program based on students' needs.
3. Teachers are encouraged to use the suggested continua and levels to best suit the needs of their students. For example, all of a particular level need not be covered when it is introduced. Skills can be added, deleted, or moved freely from one level to another when program or student circumstances warrant such action, or a number of levels can be offered simultaneously to different students in the same class.
4. Care should be taken to ensure that elementary, junior high and senior high school programs articulate with each other.
5. Further expansion of the scope and sequence beyond level four, and the addition of activities to the program that are not included in the curriculum guide, are subject to board approval.

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The water safety unit may be taught as a discrete unit or added as appropriate to the "safety" component within the remaining units. The levels included in the following pages are not tied to any specific grade.

1. Introduction

The purpose of this study is to investigate the effects of various factors on the performance of a system. The study is organized as follows: Section 2 describes the system and the factors being investigated. Section 3 presents the experimental design and the results of the experiments. Section 4 discusses the implications of the results and provides conclusions.

2. System Description

The system under investigation is a complex system that consists of several components. The components are interconnected and their performance is affected by various factors. The factors being investigated are the input data, the processing time, and the output data.

The input data is the data that is fed into the system. The processing time is the time that the system takes to process the input data. The output data is the data that is produced by the system. The performance of the system is measured by the time taken to process the input data and the quality of the output data.

The results of the experiments show that the performance of the system is affected by the input data, the processing time, and the output data. The input data has a significant effect on the performance of the system. The processing time has a significant effect on the performance of the system. The output data has a significant effect on the performance of the system.

The implications of the results are that the performance of the system can be improved by optimizing the input data, the processing time, and the output data. The conclusions of the study are that the performance of the system is affected by the input data, the processing time, and the output data. The study provides a framework for investigating the effects of various factors on the performance of a system.

DIVING

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Glide on the surface	*			
2. Glide to the bottom	*			
3. Glide to handstand	*			
B. Modified Dives from Poolside				
1. Sitting dive	*			
2. Kneeling dive	*			
3. Lunge dive	*			
4. Pike fall	*			
5. Spring header	*			
6. Plain header	*			
C. Using a Board				
1. Standing take-off				
a. straight jump forward	*			
b. straight jump backward	*			
2. Walking approach and take-off				
a. straight jump	*			
D. Forward Dives				
1. Tucked position	*			
2. Piked position		*		
3. Straight position		*		
4. Forward somersault			*	
E. Inward Dives				
1. Tucked position			*	
2. Piked position			*	
F. Reverse Dives				
1. Reverse jump from poolside		*		
2. Reverse dive walk-off		*		
3. Reverse dive straight			*	
4. Reverse dive piked			*	
5. Reverse somersault			*	
G. Twist Dives				
1. Forward dive half-twist from a standing position		*		
2. Forward dive half-twist			*	
H. Armstand Dives				
1. Armstand dive				*
2. Armstand with forward cut through				*
I. Safety	*			

AQUATICS

DIVING

[illegible]

LIFESAVING

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Entering the water				
a. straddle jump	*			
b. compact jump	*			
2. Surface dive	*			
3. Undressing in the water	*			
4. Strokes				
a. back stroke without arms	*			
b. side stroke	*			
c. trudgeon	*			
5. Reach, throw, wade and row	*			
B. Swim and Tow Skills				
1. Defensive methods				
a. reverse		*		
b. single leg block				
i. counter		*		
c. duck away		*		
2. Releases				
a. push up break		*		
b. pull control		*		
c. arm pull		*		
d. elbow break		*		
e. joint pressure break		*		
3. Recovery from the bottom			*	
4. Supporting a person			*	
5. Towing methods				
a. non-contact tow		*		
b. contact tow				
i. chin tow				*
c. cross-chest tow				*
d. extended tow				
i. hair			*	
ii. clothing			*	
iii. chin			*	
6. Removing a rescued person from water				
a. support position	*			
b. stirrup method	*			
c. straight arm method		*		
d. crossed arm method		*		
7. Resuscitation				
a. mouth-to-mouth method				
i. dry land		*		
ii. shallow water		*		
iii. deep water			*	
b. mouth-to-nose method		*		
c. Holger Nielsen method		*		
d. Sylvester method		*		

LIFESAVING

[illegible]

SKIN DIVING

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Selection of equipment	*			
2. Surface swimming	*			
3. Use of flippers	*			
4. Clearing the mask		*		
5. Clearing snorkel		*		
6. Entering the water	*			
7. Surface diving				
a. jackknife	*			
b. feet first	*			
8. Surfacing	*			
9. Underwater swimming	*			
10. Breath holding and hyperventilation		*		
11. Equalization methods (ears)		*		
B. Skill Developing Games				
1. Mask scramble		*		
2. Buddy swap		*		
3. Follow the leader	*			
4. Scavenger hunt	*			
5. Communications		*		
6. Capture the flag		*		
7. Charades		*		
8. Diver's tictactoe		*		
9. Mine field			*	
10. Underwater hockey			*	
C. Locations				
1. Pool	*			
2. Lake			*	
D. Safety	*			
E. Terminology	*			
F. History	*			

SWIMMING

SKILLS	Levels			
	I	II	III	IV
A. Orientation to Water				
1. Enter shallow water	*			
2. Exit shallow water	*			
3. Move through shallow water unassisted	*			
4. Wet face	*			
5. Open eyes	*			
6. Assisted front float	*			
7. Front float and recovery	*			
8. Exhale underwater	*			
9. Rhythmic breathing (5 times)	*			
10. Back float	*			
11. Surface support (15 seconds)	*			
12. Roll over	*			
13. Back float and recovery	*			
14. Rhythmic breathing (10 times)		*		
15. Use of P.F.D.		*		
16. Front float and recovery (deep water)		*		
17. Back float and recovery (deep water)		*		
18. Surface support (30 seconds)		*		
19. Front roll wearing a P.F.D.		*		
20. HELP huddle (1 minute)		*		
21. Surface support (1 minute)		*		
22. Rhythmic breathing (1 minute)		*		
23. Tread water (2 minutes)		*		
24. Tread water (3 minutes)			*	
25. Head first surface dive				*
26. Foot first surface dive				*
27. Tread water (4 minutes)				*
28. Tread water (5 minutes)				*
29. Headfirst surface dive and 5 m underwater swim				*
30. Footfirst surface dive and 5 m underwater swim				*
B. Moving in the Water				
1. Front glide	*			
2. Front glide and kick	*			
3. Back glide	*			
4. Back glide and kick	*			
5. Swim 5 m				
a. front	*			
b. back	*			
6. Swim 10 m				
a. front		*		
b. back		*		
7. Front crawl 25 m		*		
8. Back swim 15 m		*		
9. Front crawl 50 m		*		

SWIMMING

SKILLS	Levels			
	I	II	III	IV
10. Back crawl 25 m		*		
11. Front crawl 50 m			*	
12. Back crawl 50 m			*	
13. Elementary back stroke 25 m			*	
14. Front crawl 50 m				*
15. Back crawl 50 m				*
16. Elementary back stroke 50 m				*
17. Breast stroke 25 m				*
18. Legs only 25 m				*
19. Endurance swim 300 m				*
20. Breast stroke 50 m				*
21. Side stroke 50 m				*
22. Endurance swim 500 m				*
C. Entering the Water				
1. Jump into chest deep water	*			
2. Jump into deep water		*		
3. Front dive		*		
4. Stride entry			*	
5. Shallow dive				*
D. Competitive Swimming				
1. Racing start				*
2. Turns				*
3. Finish				*
4. Butterfly stroke				*
E. Rules	*			
F. Officiating			*	
G. Terminology	*			
H. History	*			
I. Safety				

SYNCHRONIZED SWIMMING

SKILLS	Levels			
	I	II	III	IV
A. Basic Strokes				
1. Breast stroke				
a. with glide	*			
b. bunny	*			
2. Back crawl				
a. straight arm recovery	*			
b. bent arm recovery	*			
3. Front crawl				
a. straight arm recovery	*			
b. bent arm recovery	*			
B. Layouts				
1. Back layout	*			
2. Extended back layout		*		
3. Front layout		*		
4. Extended front layout	*			
5. Front layout variant		*		
6. Side layout	*			
C. Sculling				
1. Standard scull	*			
2. Reverse scull	*			
3. Torpedo scull		*		
4. Dolphin scull		*		
5. Canoe scull		*		
6. Lobster scull	*			
7. Russian scull		*		
8. Support scull		*		
D. Egg-Beater Leg Kick				
1. Stationary		*		
2. Forward		*		
3. Backward			*	
4. Sideways			*	
E. Basic Body Positions				
1. Tuck position	*			
2. Pike position	*			
a. back somersault tucked			*	
b. front piked somersault			*	
3. Dolphin				*
4. Eiffel tower				*
F. Twists				*
G. Spins				*
H. Routines				
1. Swimming to music		*		

SYNCHRONIZED SWIMMING

[illegible]

*WATER GAMES

SKILLS	Levels			
	I	II	III	IV
A. Games				
1. Sharks and Minnows	*			
2. Fish in the Net	*			
3. Sting Ray	*			
4. Poison	*			
5. Water Rag	*			
6. Colors	*			
7. Chicken Fights	*			
8. Sponge Around	*			
9. Piranha	*			
B. Ball Games				
1. Basketball	*			
2. Whale	*			
3. Team Basketball	*			
4. Pool Baseball	*			
5. Dodge Ball	*			
6. Easy Volleyball	*			
7. Volleyball	*			
8. Tuna	*			
9. Water Polo	*			
10. Tube Polo	*			
11. Octopus	*			
12. Football	*			
13. Name Ball	*			
14. Pool Tennis	*			
15. Sponge Tag	*			
16. Over and Under	*			
C. Races				
1. Swimming Underwater		*		
2. Swimming Backward		*		
3. Switch Stroke		*		
4. Jumping Beans		*		
5. Raft Races		*		
6. Push Balloon		*		
7. Water Carry		*		
8. Tennis Ball Chin Race		*		
9. Ping-Pong Race		*		
10. Wet Race		*		

*WATER GAMES

SKILLS	Levels			
	I	II	III	IV
D. Diving Games				
1. Pole Over			*	
2. Big Splash			*	
3. Porpoise			*	
4. Treasure Hunt			*	
5. War Ball			*	
6. Torpedo			*	
7. Hit the Target			*	
8. Ankle Dive			*	
E. Underwater Games				
1. Water Gymnast				*
2. Flying Porpoise				*
3. Flying Dolphin				*
4. Dive Under				*
F. Rules	*			
G. Safety	*			
H. Terminology	*			
<p>(These games are from Robinson, Nancy. Games to Play in the Pool. New York: Lothrop, Lee & Shepard Books, 1980.)</p>				

WATER SAFETY

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Knowing rules of facility	*			
2. Locating shallow water	*			
3. Locating deep water	*			
4. Locating hazards	*			
5. Understanding and using life jackets/P.F.D.'s		*		
6. Personal assists		*		
7. H.E.L.P.		*		
8. Throwing assists		*		
9. Safe boating practices				
a. equipment			*	
b. preventing accidents			*	
c. emergencies			*	
10. Rescue breathing			*	
11. Ice safety				
a. thickness			*	
b. emergency procedures			*	
12. Water hazards				
a. weeds				*
b. currents				*
c. local hazards				*
13. Rescue breathing from land, dock or boat to victim in water				*
14. Safety in water sport situations				
a. skin diving				*
b. water skiing				*
c. snorkelling	*			
15. Hypothermia				*
B. Terminology	*			
C. History	*			

DANCE

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The levels included in the following pages are not tied to any specific grade.

DANCE

*FOLK DANCE

SKILLS	Levels			
	I	II	III	IV
A. Basic Steps				
1. Walk	*			
2. Run	*			
3. Jump	*			
4. Leap	*			
5. Hop	*			
6. Skip	*			
7. Gallop	*			
8. Slip-step	*			
9. Step-hop	*			
10. Step-close	*			
11. Step-draw	*			
12. Step-point	*			
13. Step-swing		*		
14. Schottische	*			
15. Bleking	*			
16. Grapevine	*			
17. Yemenite			*	
18. Two-step			*	
19. Brush	*			
20. Waltz	*			
21. Balance	*			
22. Buzz		*		
23. Charleston			*	
24. Kick	*			
25. Pas de basque		*		
26. Point				*
27. Polka	*			
28. Stamp	*			
29. Cakewalk			*	
30. English running step		*		
31. Heel clicks				*
32. Hungarian break step		*		
33. Mazurka				*
34. Rock				*
35. Shuffle				*
36. Solado				*
37. Slide-step		*		
38. Three-step turn		*		
39. Miserlou		*		
40. Harmonica		*		
41. Irish promenade			*	
42. Four-step turn			*	
43. Choo-choo			*	
44. Rubber-legs			*	

DANCE

*FOLK DANCE

SKILLS	Levels			
	I	II	III	IV
B. Basic Dance Positions				
1. Open	*			
2. Shoulder-waist	*			
3. Varsouvianna	*			
4. Promenade	*			
5. Two-handed hold	*			
6. Back cross position	*			
7. Closed dance position	*			
C. Basic Dance Formations				
1. Non-partner				
a. scatter	*			
b. line		*		
c. circle	*			
d. broken circle	*			
2. Partner				
a. scatter	*			
b. single circle partners facing	*			
c. single circle facing centre	*		*	
d. square	*			
e. double circle facing counterclockwise	*			
f. double circle partners facing	*			
g. contra column			*	
h. longways set		*		
3. Groups of three				
a. scatter	*			
b. three facing three			*	
c. triple circle	*			
d. triangle			*	
4. Groups of four or more				
a. sets of two couples	*			
b. scatters		*		
D. Dances				
1. Folk				
a. ace of diamonds	*			
b. alunelul	*			
c. circle schottische	*			
d. d'hammerschiedsg'selln	*			
e. ersko kolo	*			
f. fjaskern	*			
g. gay Gordons	*			
h. greensleeves	*			
i. Gustaf's skoal	*			
j. hora	*			
k. jibidi jibida	*			
l. kiigidi kaagidi	*			
m. klumpakojis	*			
n. la bastringue	*			

*FOLK DANCE

SKILLS	Levels			
	I	II	III	IV
o. la raspa	*			
p. la cucaracha	*			
q. maple leaf stomp	*			
r. milanovo kolo	*			
s. miserlou	*			
t. noriu miego	*			
u. Norwegian mountain march	*			
v. Oslo waltz	*			
w. owl dance (Indian)	*			
x. road to the Isles	*			
y. St. Bernard waltz	*			
z. tinikling	*			
aa. call to the piper	*			
bb. dundai		*		
cc. gathering peascods		*		
dd. gigue aux six		*		
ee. hava nagila		*		
ff. kochari		*		
gg. korobushka		*		
hh. little man in a fix		*		
ii. man in the hay		*		
jj. mayim		*		
kk. never on a Sunday		*		
ll. Red River jig (Metis)		*		
mm. ribbon dance		*		
nn. Sellenger's round		*		
oo. shiboleth basadeh		*		
pp. Sicilian tarantella		*		
qq. spinning waltz		*		
rr. sweet Kate		*		
ss. the hatterida		*		
tt. tropanka		*		
uu. zemer lach		*		
vv. black nag			*	
ww. bohreen's dance			*	
xx. brandy rump bump (I)			*	
yy. dashing white sergeant			*	
zz. dayagim			*	
aaa. doublebska polka			*	
bbb. erev ba			*	
ccc. fado blanquita			*	
ddd. harmonica			*	
eee. kalvelis			*	
fff. kohanochka			*	
ggg. kuma echa			*	
hhh. machar			*	
iii. marklander			*	
jjj. mechol ovadya			*	
kkk. meitschi putz di			*	
lll. migildi magildi			*	

*FOLK DANCE

SKILLS	Levels			
	I	II	III	IV
mmm. rheinlander			*	
nnn. rheinlander for three			*	
ooo. rufty tufty			*	
ppp. rumonsko kolo			*	
qqq. to tur			*	
rrr. tzlil zogim			*	
sss. at the inn				*
ttt. Bavarian landler				*
uuu. corrido				*
vvv. gardon volage				*
www. hineh ma tov				*
xxx. krakowiak				*
yyy. kreuz koenig				*
zzz. neapolitan tarantella				*
aaaa. siamsa beirte				*
bbbb. weggis				*
2. Novelty				
a. alley cat I	*			
b. continental	*			
c. hustle	*			
d. slosh	*			
e. Montego Bay		*		
f. alley cat II			*	
g. black hawk waltz			*	
h. hot pretzels			*	
i. salty dog rag			*	
j. shortcake			*	
k. snoopy			*	
l. stepping out			*	
m. twelfth street rag			*	
n. pata pata				*
E. Etiquette	*			
F. Terminology	*			
G. History	*			
(*This segment is based on the resource booklet <u>Secondary Folk Dance</u> published by the Calgary Board of Education, 1981.)				

DANCE

MODERN DANCE

SKILLS	Levels			
	I	II	III	IV
A. Locomotor Techniques				
1. Walk	*			
2. Run	*			
3. Leap	*			
4. Jump	*			
5. Hop	*			
6. Skip	*			
7. Slide	*			
8. Gallop	*			
B. Fundamental Movement				
1. Body as an instrument of expression	*			
2. Body's relationship to space				
a. moving at different levels	*			
b. moving in different directions	*			
c. moving on different planes	*			
d. moving in different dimensions	*			
e. making designs	*			
f. moving symmetrically	*			
g. moving asymmetrically	*			
h. moving in unison	*			
i. moving in opposition	*			
j. moving in succession	*			
k. making various pathways	*			
l. making various patterns	*			
3. Body's expression of energy				
a. intensity	*			
b. accent	*			
c. quality	*			
4. Movement and time				
a. tempo	*			
b. rhythm	*			
C. Things to Explore				
1. Levels				
a. high	*			
b. medium	*			
c. low	*			
2. Body bases				
a. feet	*			
b. knees	*			
c. sitting	*			
d. lying	*			
3. Body parts				
a. hands	*			
b. elbows	*			
c. legs	*			
d. knees	*			
e. hips	*			

DANCE

MODERN DANCE

SKILLS		Levels			
		I	II	III	IV
	f. head	*			
	g. feet	*			
	h. torso	*			
	i. arms	*			
	j. back	*			
4.	Symmetry and asymmetry				
	a. alone	*			
	b. partner	*			
5.	Body shapes	*			
6.	Patterns and pathways	*			
7.	Qualities of movement				
	a. changes in time	*			
	b. changes in energy	*			
	c. sudden				
	i. light	*			
	ii. heavy	*			
	e. swings				
	i. light	*			
	ii. heavy	*			
	iii. controlled	*			
	iv. uncontrolled	*			
	f. collapse	*			
	g. explode	*			
	h. contract	*			
D.	Creative Activities		*		
E.	Terminology	*			
F.	History	*			

DANCE

*JAZZ DANCE

SKILLS	Levels			
	I	II	III	IV
A. Body Percussions				
1. snap fingers	*			
2. clap hands	*			
3. slap thighs	*			
4. stamp foot	*			
B. Body Isolation				
1. Head				
(a) neutral position	*			
(b) up and down	*			
(c) tilt	*			
(d) side to side		*		
(e) semi circle		*		
(f) full circle			*	
(g) diagonal tilt			*	
2. Shoulders				
(a) neutral position	*			
(b) shrugs	*			
(c) forward, middle back	*			
(d) circling backward together		*		
(e) circling forward together		*		
(f) circling forward alternately			*	
(g) circling backward alternately			*	
(h) alternating forward and back			*	
3. Arms				
(a) positions				
i) 1st	*			
ii) 2nd	*			
iii) 3rd		*		
iv) 4th		*		
v) 5th		*		
(b) stretches				
i) upward - both arms			*	
ii) upward alternately			*	
iii) side to side			*	
(c) jazz hands	*			

*JAZZ DANCE

SKILLS	Levels			
	I	II	III	IV
4. Knees				
(a) knee bends	*			
(b) alternate knee bends		*		
(c) knee roll			*	
5. Torso				
(a) contraction		*		
(b) extension		*		
(c) flat back			*	
6. Hips				
(a) diagonal			*	
(b) single rotation			*	
7. Feet				
(a) parallel position	*			
(b) 1st position	*			
(c) 2nd position	*			
(d) 4th position		*		
(e) heel plant	*			
(f) ball of the foot	*			
(g) heel lift		*		
C. Movements on the Spot				
1. pause	*			
2. knee bounce	*			
3. step touch	*			
4. toe press	*			
5. side lunge	*			
6. fall from seat	*			
7. fall from knees	*			
8. 3-point hip lift	*			
9. tuck and sit	*			
10. tuck to knees	*			
11. lunge and pivot	*			
12. step up	*			
13. tuck up	*			
14. jumps	*			
15. front lunge	*			
16. jazz kick		*		
(a) across		*		
(b) front		*		

DANCE

*JAZZ DANCE

SKILLS	Levels			
	I	II	III	IV
C. Movements on the Spot (continued)				
17. fan kick		*		
18. jazz square		*		
19. passe hop		*		
20. jazz drag		*		
21. jazz jump variations		*		
22. cross-over pivot and lower			*	
23. lower to side sit			*	
24. knee tilt			*	
25. roll and tuck			*	
26. roll up			*	
27. side kick			*	
28. catch step			*	
29. kick, catch step			*	
30. hinge tile				*
31. hinge tilt fall				*
32. jazz split				*
33. jazz split fall				*
34. hip lift rise				*
35. pivot and leg extension				*
36. body wave				*
D. Travelling				
1. pedestrian walk	*			
2. heel toe	*			
3. pedestrian run	*			
4. chug	*			
5. step touch series	*			
6. step close series	*			
7. slide		*		
8. toe heel		*		
9. walk with kick		*		
10. jazz run		*		
11. low chasse		*		
12. hitch step			*	
13. cross touch series			*	
14. cross plie touch series			*	
15. cross plie kick			*	
16. high chasse			*	
17. jazz drag series				*
18. lindy				*
19. cake walk				*
20. leap				*
21. leap to the ground				*

DANCE

*JAZZ DANCE

SKILLS	Levels			
	I	II	III	IV
E. Turns				
1. jump 1/4 turn				
2. seat spin (full turn)				
3. pivot 1/4 turn	*			
4. cross-over pivot	*			
5. jump 1/2 turn	*			
6. 3-step turn		*		
7. puch turn			*	
8. jump full turn				*
9. lindy square				*
F. Combinations	*			
G. Terminology	*			
H. History	*			
<p>(*This material has been adapted with the permission of the authors from the following book:</p> <p>Van Gyn, Geraldine and Van Sant. O'Neill, Donna. <u>Jazz Dance</u>. Victoria: University of Victoria, Faculty of Education, 1962.)</p>				

DANCE

SOCIAL AND BALLROOM DANCE

SKILLS	Levels			
	I	II	III	IV
A. Styles of Dance				
1. Smooth				
a. tall posture	*			
b. long, smooth, even steps	*			
c. gliding action	*			
2. Latin				
a. forward body lean	*			
b. small, precise steps	*			
3. Swing				
a. open to interpretation	*			
b. small steps	*			
B. Dance Positions				
1. Closed	*			
2. Open	*			
3. Conversation	*			
4. Shine	*			
C. Leading				
1. Forward lead	*			
2. Backward lead	*			
3. Left side lead	*			
4. Right side lead	*			
D. Following				
1. Attention to cues	*			
2. Sensitive to pressure	*			
E. Dances				
1. Territorial dances				
a. Rumba				
i. 1st position breaks	*			
ii. box	*			
iii. Cuban walk	*			
iv. underarm turn	*			
v. 5th position break	*			
vi. underarm turn to open Cuban walk	*			
b. Cha Cha				
i. side basic			*	
ii. forward-back progressive			*	
iii. chase half turn			*	
iv. cross over with walk-around			*	
v. freeze			*	
vi. underarm turn			*	
c. Samba				
i. caixó (box)		*		
ii. balancetes		*		
iii. natural copacabanas		*		
iv. compasos		*		

DANCE

SOCIAL AND BALLROOM DANCE

SKILLS	Levels			
	I	II	III	IV
v. underarm turn right		*		
d. Swing				
i. basic	*			
ii. throw-out	*			
iii. underarm turns	*			
iv. kicks	*			
v. wrap-around	*			
2. Line-of-dance dances				
a. Foxtrot				
i. magic (basic)	*			
ii. box	*			
iii. conversation	*			
iv. left box turn	*			
v. swing step	*			
vi. side chasse	*			
b. Waltz				
i. box		*		
ii. progressive		*		
iii. left box turn		*		
iv. balances		*		
v. turning balances		*		
vi. progressive and balances		*		
vii. forward twinkle		*		
c. Tango				
i. basic			*	
ii. forward rocks			*	
iii. corte			*	
iv. conversation			*	
v. flare fan			*	
3. Fad or novelty dances				
a. butterfly	*			
b. bunnyhop	*			
c. polka	*			
d. disco	*			
e. charleston	*			
f. schottische	*			
g. two-step	*			
F. Etiquette	*			
G. Terminology	*			
H. History	*			

DANCE

SQUARE DANCE

SKILLS	Levels			
	I	II	III	IV
A. Basic Square Dance Positions				
1. Forming the square	*			
2. Star promenade formation	*			
3. Line formation	*			
4. Wagon wheel		*		
B. Basic Couple Positions				
1. Forearm swing	*			
2. Elbow swing	*			
3. Closed swing position	*			
4. Western promenade	*			
5. Courtesy turn	*			
C. Basic Square Dance Movements				
1. Forward and back	*			
2. Circle left/right	*			
3. Single circle half/three-quarters	*			
4. Turn back	*			
5. Bow (honour)	*			
6. Swing (waist)	*			
7. Do-sa-do	*			
8. Make a star (right/left hand)	*			
9. Back with the left	*			
10. Lead to the right	*			
11. Break to a line	*			
12. the line	*			
13. promenade	*			
14. Inside out, outside in	*			
15. Promenade	*			
16. Single file promenade	*			
17. Grand right and left	*			
18. Weave the ring	*			
19. Arm turns	*			
20. Allemande left/right	*			
21. Pair off	*			
22. Pass through	*			
23. Separate	*			
24. Around one/two		*		
25. Veer right/left		*		
26. Split two		*		
27. Square through (2, 3, 4 hands)		*		
28. California twirl	*			
29. Dive through		*		
30. Courtesy turn	*			
31. Right and left through	*			
32. Ladies chain (half, three-quarters, two/four ladies)	*			
33. Wheel around		*		
34. Grand square		*		

SQUARE DANCE

SKILLS	Levels			
	I	II	III	IV
35. Do puso		*		
36. All around your left-hand lady	*			
37. See saw your taw	*			
38. Rollaway to a half sashay		*		
39. Grand sashay		*		
40. Backtrack		*		
41. Box the gnat		*		
42. Cross trail		*		
43. Cross trail through		*		
44. Crisscross			*	
45. Allemande the star			*	
46. Shoot the star			*	
47. Slip the clutch		*		
48. Ocean wave (with/without balance)		*		
49. Alamo style		*		
50. Double pass through		*		
51. First go left (right) second right (left)		*		
52. Star through	*			
53. Ends turn in			*	
54. Slide through		*		
55. Cast off (one quarter, half around, three quarters)		*		
56. Wheel and deal		*		
57. Circle to a two-faced line			*	
58. Swing through (right, left, double)			*	
59. Eight chain through			*	
60. Circulate (singles/couples/double)		*		
61. Clover leaf				*
62. Go red hot				*
63. Substitute				*
64. Zoom				*
65. Dixie chain				*
66. Spin the top			*	
67. Trade (partner/couples/ends)			*	
68. Trade the wave				*
69. Trade by				*
70. Flutterwheel				*
71. Sweep a quarter		*		
72. And a quarter more		*		
73. Fold (gent/lady/ends/centers)		*		
74. Face in/out			*	
75. Quarter in/out				*
76. Tag the line				*
77. Centers in/out				*
78. Outsides in/out				*
79. Curlicue			*	
80. Walk and dodge			*	
81. Pass to the center		*		
82. Peel off				*

DANCE

SQUARE DANCE

SKILLS	Levels			
	I	II	III	IV
83. Spin chain through				*
84. Hinge (partners/couples)				*
85. Hinge and trade				*
86. Scoot back				*
87. Fan the top				*
88. Turn and left through				*
89. Turn through and partner trade				*
90. Daisy chain				*
91. Recycle				*
D. Etiquette	*			
E. Sociology	*			
F. History	*			
F. FITNESS				

DANCE

AEROBIC: BASIC MOVEMENT PATTERNS

SKILLS	Levels			
	I	II	III	IV

FITNESS

Aerobic Training	95
Calisthenics	96
Circuit Training	97
First Aid	99
Fitness	101
Posture	105
Weight Training	106

The levels included in the following pages are not tied to any specific grade.

HTM22

FITNESS

AEROBIC TRAINING

SKILLS	Levels			
	I	II	III	IV
A. Measuring Aerobic Capacity				
1. Laboratory setting				*
2. Field testing				
a. 12-minute test	*			
b. 1.5 mile test	*			
B. Principles of Aerobic Training				
1. Progress slowly	*			
2. Warm up	*			
3. Cool down	*			
4. Know your tolerance	*			
5. Regularity	*			
6. Environmental considerations				
a. temperature		*		
b. altitude		*		
7. Age		*		
C. Variety of Exercise Programs				
1. Walking programs	*			
2. Running programs	*			
3. Cycling programs		*		
4. Swimming programs		*		
5. Sports programs			*	
6. Dance programs		*		
7. Rope skipping programs		*		
D. Safety				
1. Foot problems		*		
2. Knee and leg problems		*		
3. Back trouble		*		
4. Excess fatigue		*		
E. Cooper's Point System			*	
F. Terminology	*			
G. History	*			
H. Current Issues	*	*	*	*

CALISTHENICS

SKILLS	Levels			
	I	II	III	IV
A. Basics				
1. Calisthenic groupings				
a. for specific body parts	*			
b. for different age groups	*			
c. for various occupations		*		
d. for posture correction		*		
e. for degree of exertion required	*			
f. for health problems			*	
2. Calisthenic purposes				
a. strengthening exercises	*			
b. endurance exercises				
i. muscular	*			
ii. circulo-respiratory	*			
c. flexibility	*			
d. relaxation	*			
3. Evaluating calisthenic exercises				
a. principal action		*		
b. muscle group working		*		
c. role of force of gravity		*		
4. Adapting difficulty of exercise				
a. speed of the movement		*		
b. number of repetitions		*		
c. range of movement		*		
d. resistance to be overcome		*		
5. Representative calisthenic exercises	*			
6. Calisthenic plans				
a. 5 BX plan (for men)			*	
b. XBX plan (for women)			*	
B. Safety	*			
C. Terminology	*			
D. History	*			
E. Current Issues	*	*	*	*

CIRCUIT TRAINING

SKILLS	Levels			
	I	II	III	IV
A. What is it?				
1. Definition	*			
2. Advantages	*			
3. Components				
a. strength	*			
b. cardio-respiratory endurance	*			
c. muscular endurance	*			
d. flexibility	*			
4. Muscular contractions				
a. concentric	*			
b. eccentric	*			
c. isometric	*			
B. Principles of Training				
1. Overload				
a. resistance	*			
b. repetitions	*			
c. speed	*			
d. time	*			
2. Progression	*			
3. Regularity	*			
4. Use and Disuse	*			
5. Maintenance	*			
6. Rest	*			
C. Developing a Circuit				
1. Goals		*		
2. Current fitness level		*		
3. Selecting exercises				
a. factors				
i. objectives		*		
ii. balance for body parts		*		
iii. intensity		*		
iv. bias (if any) introduced		*		
v. time available		*		
D. Running a Circuit				
1. Setting beginning load		*		
2. Fixed loads		*		
3. Modified circuits		*		
E. Circuit Exercises				
1. Requiring no equipment				
a. running on the spot	*			
b. jump starts	*			
c. stride jumping	*			
d. lateral leg raises	*			
e. double lateral leg raises	*			
f. squat thrusts	*			

FITNESS

CIRCUIT TRAINING

SKILLS	Levels			
	I	II	III	IV
g. hip raises	*			
h. head and shoulder curls	*			
i. sit-ups	*			
j. v-sits	*			
k. push-ups	*			
2. Requiring gymnasium equipment				
a. bench stepping	*			
b. stair running	*			
c. back extensions	*			
d. leg extensions	*			
e. rope climbing	*			
f. chin-ups	*			
g. parallel bar travel	*			
h. bent-arm travel on ladder	*			
i. parallel bar dips	*			
3. Requiring free weights				
a. three-quarter squat		*		
b. straight-leg dead lift		*		
c. bench press		*		
d. bent rowing		*		
e. bent lateral raise		*		
f. sideward bend		*		
g. upward rowing		*		
h. triceps extension		*		
i. overhead press		*		
j. bent-arm pullover		*		
k. curl		*		
l. straight-arm pullover		*		
m. standing lateral raise		*		
n. supine lateral raise		*		
4. Combinations of no equipment and equipment		*		
F. Safety	*			
G. Terminology	*			
H. History	*			
I. Current Issues	*	*	*	*

FITNESS

FIRST AID

SKILLS	Levels			
	I	II	III	IV
A. Artificial Respiration				
1. Mouth-to-mouth method	*			
2. Mouth-to-nose method	*			
3. Holger Nielsen method		*		
4. Sylvester method		*		
5. Choking				
a. back blows	*			
b. abdominal thrust		*		
c. chest thrust		*		
6. Cardiopulmonary resuscitation		*		
B. Bleeding				
1. Pressure	*			
2. Rest	*			
3. Elevation	*			
4. Dressings and bandaging			*	
C. Shock				
1. Recognizing			*	
2. "Treat the condition"	*			
D. Fractures				
1. Recognizing			*	
2. Splinting			*	
E. Head, Neck and Spine Injuries				
1. Recognizing			*	
2. Immobilizing injured area			*	
F. Burns and Scalds				
1. Recognizing				
a. superficial burns	*			
b. deep burns	*			
2. Treatment	*			
G. Environmental Injuries				
1. Cold				
a. cold exhaustion			*	
b. hypothermia			*	
c. frostbite				
i. superficial			*	
ii. deep			*	
2. Heat				
a. heat cramps			*	
b. heat exhaustion			*	
c. heat stroke			*	

FIRST AID

SKILLS	Levels			
	I	II	III	IV
H. Disease Related Emergencies				
1. Diabetes				
a. insulin shock		*		
b. diabetic coma		*		
2. Epilepsy		*		
3. Fainting		*		
I. Transporting a Patient				
1. Blanket and stretcher carries		*		
2. Hand carry methods				
a. cradle		*		
b. human crutch		*		
c. pick-a-back		*		
d. fireman's lift		*		
e. four-handed seat			*	
f. two-handed seat			*	
g. chair carry			*	
J. Accident Prevention	*			
K. Current Issues	*	*	*	*

FITNESS

FITNESS

SKILLS	Levels			
	I	II	III	IV
A. Basic Components				
1. Health related				
a. cardiovascular fitness	*			
b. strength	*			
c. muscular endurance	*			
d. flexibility	*			
e. body fitness	*			
2. Skill related				
a. agility	*			
b. balance	*			
c. coordination	*			
d. power	*			
e. reaction time	*			
f. speed	*			
B. Basic Training Principles				
1. Overload	*			
2. Progression	*			
3. Specificity	*			
C. Determining Workload				
1. Intensity	*			
2. Duration	*			
3. Frequency	*			
D. Cardiovascular Fitness				
1. Effects of exercise				
a. heart	*			
b. lungs	*			
c. arteries	*			
d. veins	*			
2. Testing cardiovascular fitness				
a. 12-minute run	*			
b. step test	*			
3. Achieving cardiovascular fitness				
a. aerobic exercise				
i. jogging		*		
ii. walking briskly		*		
iii. cycling		*		
iv. swimming		*		
v. cross-country skiing		*		
vi. selected sports		*		
vii. aerobic dance		*		
4. Determining workload				
a. heart rate monitoring				
i. intensity			*	
ii. duration			*	
iii. frequency			*	
5. Personal program planning				*

FITNESS

FITNESS

SKILLS	Levels			
	I	II	III	IV
E. Strength				
1. Effects of exercise				
a. men	*			
b. women	*			
2. Testing strength				
a. bent knee sit-up		*		
b. chin-up		*		
c. push-up		*		
d. knee-dip		*		
e. using dynamometers		*		
3. Achieving strength				
a. isotonic exercises				
i. weights	*			
ii. calisthenics	*			
b. isometric exercises	*			
4. Determining workload				
a. intensity			*	
b. duration			*	
c. frequency			*	
5. Personal program planning				*
F. Muscular Endurance				
1. Effects of exercise				
a. muscles	*			
2. Testing muscular endurance				
a. side stands		*		
b. sitting tucks		*		
c. prone trunk lift		*		
d. leg change		*		
e. pogo hops		*		
3. Achieving muscular endurance				
a. for every day		*		
b. for unusual situations		*		
c. for sports		*		
d. exercises				
i. weights		*		
ii. calisthenics		*		
4. Determining workload				
a. intensity			*	
b. duration			*	
c. frequency			*	
5. Personal program planning				*
G. Flexibility				
1. Effects of exercise				
a. joints	*			
b. static and dynamic flexibility	*			
c. strength and flexibility	*			

FITNESS

FITNESS

SKILLS	Levels			
	I	II	III	IV
2. Testing flexibility				
a. sit and reach		*		
b. arm and shoulder reach		*		
c. prone trunk lift		*		
3. Achieving flexibility				
a. passive stretching		*		
b. active stretching		*		
c. selected exercises		*		
4. Determining workload				
a. intensity			*	
b. duration			*	
c. frequency			*	
5. Personal program planning				*
H. Body Fatness and Fitness				
1. Effects of exercise	*			
2. Testing body fatness				
a. underwater weighing			*	
b. skinfold measurements		*		
c. body measurement test	*			
3. Achieving desired levels of body fitness				
a. diet		*		
b. exercise		*		
4. Determining desired amount				
a. diet				
i. intensity			*	
ii. duration			*	
iii. frequency			*	
b. exercise				
i. intensity			*	
ii. duration			*	
iii. frequency			*	
5. Personal program planning				*
I. Skill Related Fitness				
1. Effects of exercise				
a. agility	*			
b. balance	*			
c. coordination	*			
d. power	*			
e. reaction time	*			
f. speed	*			
2. Testing skill related fitness				
a. stick test of balance		*		
b. stick test of coordination		*		
c. stick test of reaction time		*		
d. stepping test of agility		*		
e. standing long jump test of power		*		

FITNESS

SKILLS		Levels			
		I	II	III	IV
	f. running test of speed		*		
3.	Achieving skill related fitness				
	a. agility		*		
	b. balance				
	i. stationary		*		
	ii. moving		*		
	c. coordination				
	i. hand-eye		*		
	ii. foot-eye		*		
	d. power				
	i. strength		*		
	ii. speed		*		
	e. reaction time		*		
	f. speed		*		
	i. strength		*		
	ii. efficient movement		*		
	g. sports that assist			*	
4.	Determining workload				
	a. intensity			*	
	b. duration			*	
	c. frequency			*	
5.	Personal program planning				
	a. evaluating sports for fitness potential				*
J.	Fitness Through Sports				
	1. Evaluating sports for fitness potential				
	a. cardiovascular fitness				*
	b. strength				*
	c. muscular endurance				*
	d. flexibility				*
	e. body fitness				*
K.	Current Issues				

POSTURE

SKILLS	Levels			
	I	II	III	IV
A. Basics				
1. Why good posture?				
a. effect on appearance	*			
b. effect on health				
i. lower back fatigue	*			
ii. curvature of spine	*			
2. Standing				
a. essentials of good carriage	*			
b. body alignment	*			
3. Sitting				
a. being seated	*			
b. body position in chair	*			
sitting on floor	*			
standing from sitting position	*			
4. walking				
a. gait	*			
b. leg swing	*			
c. feet	*			
d. arms	*			
e. stride	*			
f. rhythm	*			
g. under adverse conditions				
i. high heels		*		
ii. in a hurry		*		
iii. up and down stairs		*		
5. Running				
a. body incline		*		
b. leg swing		*		
c. knee lift		*		
d. landing on foot				
i. fast run		*		
ii. slow run		*		
e. push-off		*		
f. abdomen		*		
g. arms		*		
h. chest		*		
i. head		*		
6. Lifting and carrying				
a. heavy objects			*	
B. Safety	*			
C. Terminology	*			
D. Current Issues	*	*	*	*

WEIGHT TRAINING

SKILLS	Levels			
	I	II	III	IV
A. Types of Weight Trainers				
1. Weight lifters	*			
2. Power lifters	*			
3. Body builders	*			
B. Muscle Groups				
1. Neck		*		
2. Back		*		
3. Chest		*		
4. Shoulders		*		
5. Abdomen		*		
6. Arms		*		
7. Hips		*		
8. Thighs		*		
9. Calves		*		
C. Taking Measurements				
1. Neck			*	
2. Upper arm			*	
3. Forearm			*	
4. Wrist			*	
5. Chest normal			*	
6. Chest expanded			*	
7. Waist			*	
8. Thigh			*	
9. Calf			*	
D. Programs				
1. Beginning	*			
2. Gaining weight	*			
3. Losing weight	*			
4. Advanced				*
5. Specific sports			*	
E. Lifting Weights				
1. Sets	*			
2. Repetitions	*			
3. Setting beginning level	*			
4. Adding to beginning level	*			
5. Intensity	*			
6. Duration	*			
7. Frequency	*			
F. Basic Lifts				
1. Weights				
a. standing press	*			
b. high pull-up	*			
c. front curl	*			
d. reverse curl	*			

WEIGHT TRAINING

SKILLS	Levels			
	I	II	III	IV
e. half squat	*			
f. heel raises	*			
g. bent arm pull-over	*			
h. straight-legged dead lift	*			
i. bent press	*			
j. bent rowing	*			
k. wrist curls	*			
l. reverse wrist curls	*			
m. shoulder shrugs	*			
n. triceps extension	*			
2. Dumbbells				
a. front raise	*			
b. bent over lateral raise	*			
c. lateral raise, lying	*			
d. lateral side raise	*			
e. dumbbell presses	*			
f. curls	*			
g. concentration curls	*			
h. triceps extension	*			
G. Advanced Training Methods				
1. Light and heavy system			*	
2. Heavy and light system			*	
3. Blitz program			*	
4. Cheating exercises				*
5. Circuit training		*		
6. Compound exercises			*	
7. Set system	*			
8. Supersets		*		
9. Split routines		*		
H. Safety	*			
I. Terminology	*			
J. History	*			
K. Current Issues	*	*	*	*



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The levels included in the following pages are not tied to any specific grade.

CHIEF &

BASKETBALL

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Running				
a. straight	*			
b. dodging and cutting	*			
c. change of pace	*			
d. backwards	*			
e. sideways	*			
f. transitions				
i. back to front		*		
ii. front to back		*		
2. Catching				
a. high	*			
b. low	*			
3. Stopping				
a. stride stop	*			
b. jump stop		*		
4. Ready position	*			
B. Individual Skills				
1. Offensive				
a. passing				
i. chest	*			
ii. bounce	*			
iii. lob	*			
iv. hand-off			*	
v. one-hand push		*		
vi. overhead	*			
vii. baseball	*			
viii. hook			*	
ix. behind-the-back				*
b. dribbling				
i. low or control	*			
ii. high or speed	*			
iii. cross-over		*		
iv. behind-the-back				*
v. between the legs				*
c. shooting				
i. set shot				
- two-handed	*			
- one-handed	*			
ii. jump shot		*		
iii. lay-up				
- overhand	*			
- underhand		*		
- different angles			*	
- power lay-up			*	
iv. free throws				
- one-handed		*		
- two-handed chest		*		

BASKETBALL

SKILLS	Levels			
	I	II	III	IV
- two-handed underhand		*		
v. hook shots			*	
d. pivoting and turning				
i. inside turn	*			
ii. outside turn	*			
iii. reverse turn	*			
e. fakes				
i. head	*			
ii. body	*			
iii. shoulder	*			
iv. foot		*		
v. eye		*		
vi. ball			*	
2. Defense				
a. stance	*			
b. footwork	*			
c. player with ball	*			
d. player without ball	*			
3. Rebounding				
a. offensive		*		
b. defensive		*		
C. Team Play				
1. Offensive				
a. give and go	*			
b. screen the ball		*		
c. screen and roll		*		
d. screen away		*		
e. against zones				
i. 2-1-2			*	
ii. 2-3			*	
iii. 1-3-1			*	
iv. 1-2-2			*	
f. stalling				*
2. Defense				
a. man-to-man	*			
b. zones		*		
c. presses				
i. man-to-man			*	
ii. zone			*	
d. combatting the stall				*
e. two-man trap			*	
f. one-man trap			*	
D. Rules	*			
E. Officiating			*	
F. Terminology	*			
G. History	*			
H. Safety				

BROOMBALL

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Basic Stance	*			
2. Running	*			
3. Starting and stopping	*			
4. Change of directions	*			
5. Pivoting	*			
B. Individual Skills				
1. Grip on the Broom				
(a) two-hand grip	*			
(b) one-hand grip	*			
2. Ball Control				
(a) protecting ball with body	*			
(b) dribbling the ball				
i) broom in both hands	*			
ii) arms away from body	*			
iii) head up	*			
3. Passing				
(a) wrist pass	*			
(b) sweep pass	*			
(c) flip pass		*		
(d) slap pass			*	
(e) forehand pass				*
4. Receiving Passes				
(a) with broom	*			
(b) with hands	*			
(c) with legs		*		
(d) with body		*		
(e) from different heights				
i) below knees	*			
ii) between knees and hips	*			
iii) between hips and shoulders		*		
iv) above shoulders		*		
5. Shooting				
(a) wrist shot	*			
(b) sweep shot	*			
(c) flip shot		*		
(d) slap shot			*	
(e) forehand shot				*

BROOMBALL

SKILLS	Levels			
	I	II	III	IV
6. Checking				
(a) with the broom	*			
(b) body checking				
i) shoulder			*	
ii) hip			*	
(c) taking a body check			*	
7. Goaltending				
(a) Basic Stance	*			
(b) Positioning				
i) shots	*			
ii) break aways	*			
(c) Handling Shots				
i) to left	*			
ii) to right	*			
iii) high	*			
iv) low	*			
C. Team Play				
1. Positional Play				
(a) offensive zone	*			
(b) defensive zone	*			
2. Killing Penalties		*		
3. Power Plays		*		
D. Rules	*			
E. Officiating	*			
F. Terminology	*			
G. History	*			

CURLING

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Selecting equipment				
a. broom or brush	*			
b. shoes	*			
c. slider	*			
d. gloves	*			
2. Cleaning the sliding foot	*			
3. Cleaning the stone	*			
B. Ice Safety				
1. Stepping on ice	*			
2. Moving on ice	*			
3. Moving a rock	*			
4. Stopping a moving rock	*			
C. Delivery Skills				
1. Stance in the hack	*			
2. Grip	*			
3. Turns				
a. in-turn	*			
b. out-turn	*			
4. Backswing	*			
5. Downswing	*			
6. Leg drive	*			
7. Slide	*			
8. Point of release	*			
9. Follow through	*			
D. Sweeping Skills				
1. Grip				
a. overgrip	*			
b. undergrip	*			
c. push broom	*			
2. Balance	*			
3. Tandem sweeping	*			
E. Delivery Weights				
1. Draw	*			
2. Takeout	*			
3. Raise		*		
4. Hack	*			
F. Skip's Signals				
1. Turns				
a. in-turn	*			
b. out-turn	*			
2. Weight				
a. draw	*			
b. takeout	*			

CURLING

SKILLS	Levels			
	I	II	III	IV
c. raise		*		
d. hack	*			
e. freeze		*		
G. Shots				
1. Draw	*			
2. Guard	*			
3. Takeout	*			
4. Wick and roll		*		
5. Port shots			*	
6. Raise			*	
7. Chip			*	
H. Strategy				
1. Individual responsibilities				
a. lead	*			
b. second	*			
c. third	*			
d. skip	*			
2. Reading the ice	*			
3. Takeout game	*			
4. Draw game	*			
I. Scoring	*			
J. Rules	*			
K. Etiquette	*			
L. Terminology	*			
M. History	*			
N. Safety	*	*	*	*

FIELD HOCKEY

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Grip	*			
2. Stance	*			
3. Ball control				
a. stationary	*			
b. moving	*			
B. Offensive Skills				
1. Pass receiving (stationary and moving)				
a. straight	*			
b. from right	*			
c. from left	*			
d. from behind		*		
2. Dribbling				
a. loose dribble	*			
b. close dribble	*			
c. Indian dribble		*		
3. Passing				
a. mobility				
i. stationary	*			
ii. moving	*			
b. direction				
i. diagonal	*			
ii. through	*			
iii. square	*			
iv. back			*	
c. types of passes				
i. drive			*	
ii. push	*			
iii. scoop		*		
iv. flick			*	
v. reverse		*		
4. Shooting				
a. push	*			
b. drive			*	
c. feinting shot				*
d. moving goaltender				*
e. penalty shot			*	
5. Dodging				
a. left dodge	*			
b. split pass	*			
c. reverse stick dodge		*		
d. scoop dodge			*	
6. Defensive skills				
a. tackling				
i. straight	*			
ii. two-handed chase tackle				
- stickside	*			
- non-stickside		*		

FIELD HOCKEY

SKILLS	Levels			
	I	II	III	IV
iii. circular tackle				*
iv. left-hand lunge				*
v. jab				*
C. Goaltending				
1. Positioning				
a. angles		*		
b. telescoping		*		
2. Clearing				
a. basic kick	*			
b. stop and clear		*		
c. handstop		*		
d. use of stick			*	
e. lunge			*	
f. penalty shot			*	
g. first time kick				*
3. Controlling circle				
a. calling		*		
b. loose ball		*		
c. lone player			*	
D. Team Play				
1. Offensive				
a. positional responsibilities		*		
b. support responsibilities		*		
c. space creation				
i. dodging	*			
ii. passing	*			
d. shooting and rebounding	*			
2. Defensive				
a. marking				
i. man-to-man	*			
ii. zone	*			
b. covering		*		
c. support play		*		
3. Special situations				
a. free hits	*			
b. hit-ins	*			
c. corners			*	
d. penalty corners			*	
e. push back	*			
f. penalty strokes			*	
E. Games				
1. Mini	*			
2. Modified	*			
3. Conditional	*			
4. Full		*		
5. Indoor	*			

FIELD HOCKEY

FIELD HOCKEY		Levels			
SKILLS		I	II	III	IV
F.	Rules	*			
G.	Officiating				
1.	Use of whistle			*	
2.	Field responsibilities			*	
3.	Positioning			*	
4.	Game control			*	
H.	Terminology	*			
I.	History	*			
J.	Safety	*	*	*	*

FLOOR HOCKEY

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Running	*			
2. Starting and stopping	*			
3. Change of directions	*			
4. Pivoting	*			
B. Individual Skills				
1. Running				
a. free				
i. up gym floor				
- starting	*			
- stopping	*			
- changing direction	*			
ii. backwards				
- checking	*			
- defending	*			
- dodging	*			
2. Stickhandling				
a. with puck				
i. advancement	*			
ii. controlling	*			
3. Passing				
a. forward	*			
b. side	*			
c. back		*		
4. Shooting				
a. sweep	*			
5. Checking				
a. stick				
i. lift		*		
ii. poke		*		
b. body			*	
6. Goaltending				
a. goal area			*	
b. types of shots			*	
c. distribution				
i. control with stick			*	
ii. control with hands			*	
d. falling on puck			*	
e. positioning				
i. close to posts			*	
ii. center of crease			*	
iii. cut down angles			*	
f. saves				
i. kick			*	
ii. glove			*	
iii. stick			*	
iv. block			*	
v. clearing after save			*	

FLOOR HOCKEY

SKILLS	Levels			
	I	II	III	IV
C. Team Play				
1. Positional play individual				
a. forwards		*		
i. offensive		*		
ii. defensive		*		
b. defense		*		
i. offensive		*		
ii. defensive		*		
2. Positional play team				
a. forwards		*		
b. defense		*		
c. goaltender		*		
d. penalty killing			*	
e. man advantage			*	
D. Rules	*			
E. Officiating			*	
F. Terminology	*			
G. History	*			
H. Safety	*	*	*	*

FLAG FOOTBALL

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Running	*			
2. Faking	*			
B. Individual Skills				
1. Running with ball	*			
2. Passing				
a. while stationary	*			
b. while rolling out		*		
3. Catching				
a. high pass	*			
b. low pass	*			
c. over-the-shoulder pass	*			
4. Running pass patterns				
a. fly		*		
b. hook		*		
c. curl		*		
d. square out		*		
e. post		*		
f. flag		*		
5. Kicking				
a. punt		*		
b. place kick		*		
6. Centering				
a. short snap		*		
b. long snap			*	
7. Blocking			*	
C. Team Skills				
1. Offense				
a. individual positions			*	
b. running plays			*	
c. team plays			*	
2. Defense				
a. individual positions			*	
b. team formation			*	
c. man-to-man coverages			*	
d. zone coverages			*	
D. Rules	*			
E. Officiating			*	
F. Terminology	*			
G. History	*			
H. Safety	*	*	*	*

HOCKEY

SKILLS	Levels			
	I	II	III	IV
A. Individual Skills				
1. Skating				
a. forward				
i. skating posture	*			
ii. stride	*			
b. backward				
i. skating posture	*			
ii. stride	*			
c. stopping				
i. forward				
- snow plough	*			
- two-foot side stop	*			
- one-foot stop		*		
ii. backward				
- two-foot	*			
- one-foot	*			
d. starting				
i. t-start	*			
ii. V or neutral start	*			
iii. crossover start		*		
e. pivoting				
i. front to back	*			
ii. back to front	*			
f. turns				
i. to the left	*			
ii. to the right	*			
iii. gliding	*			
iv. using crossovers		*		
v. power turn		*		
2. Puck control				
a. stick length		*		
b. stick lie		*		
c. stickhandling while stationary		*		
d. stickhandling while moving		*		
3. Dekes				
a. stick-puck deke		*		
b. double-shift deke		*		
c. fake shot			*	
d. dropping puck to skater				*
e. outside carry			*	
4. Passing				
a. forehand sweep pass		*		
b. backhand pass		*		
c. snap pass			*	
d. flip pass			*	
e. drop pass			*	

HOCKEY

SKILLS	Levels			
	I	II	III	IV
5. Pass receiving				
a. passes that are on target		*		
b. passes that are too far ahead			*	
c. passes in the skates			*	
d. knocking down high passes			*	
6. Shooting				
a. wrist shot		*		
b. backhand shot		*		
c. snap shot			*	
d. flip shot			*	
e. slap shot				*
7. Checking				
a. taking a body check			*	
b. body checking				
i. shoulder			*	
ii. hip			*	
c. stick checking				
i. poke		*		
ii. sweep		*		
iii. lift-the-stick		*		
iv. cover-the-stick		*		
8. Face-offs				
a. forehand			*	
b. backhand			*	
9. Goaltending				
a. styles				
i. stand up		*		
ii. butterfly		*		
b. playing the angles		*		
c. telescoping		*		
d. directing rebounds			*	
e. handling the puck moving			*	
B. Team Skills				
1. Checking				
a. forechecking				*
b. backchecking				*
2. Positional play				
a. defensemen			*	
b. centers			*	
c. wingers			*	
3. Breakouts				*
4. Attacking opponents blueline				*
5. Killing penalties				*
6. Power play				*
C. Rules	*			

GAMES A

HOCKEY

[illegible]

LACROSSE

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Selecting a stick	*			
2. Preparing the pocket	*			
3. Holding the stick	*			
B. Individual Offensive Skills				
1. Picking up loose ball				
a. scoop				
i. stationary ball	*			
ii. moving ball	*			
b. trap-and-shoot	*			
c. Indian pickup				
i. stationary ball		*		
ii. moving ball		*		
2. Cradling				
a. while stationary	*			
b. while moving	*			
c. while catching		*		
d. while faking		*		
e. while being checked		*		
3. Passing				
a. dominant side				
i. while standing	*			
ii. while running	*			
b. non-dominant side				
i. while standing				*
ii. while running				*
c. overhand	*			
d. sidearm	*			
e. underhand		*		
f. bounce	*			
g. fake pass	*			
4. Catching				
a. dominant side				
i. while stationary	*			
ii. while running	*			
b. non-dominant side				
i. while stationary				*
ii. while running				*
c. different levels				
i. high	*			
ii. low	*			
d. different conditions				
i. in the clear	*			
ii. while covered		*		
5. Shooting				
a. most advantageous floor position	*			
b. overhand	*			
c. side arm	*			

LACROSSE

SKILLS	Levels			
	I	II	III	IV
d. underhand		*		
e. bounce		*		
f. fake-shot		*		
g. non-dominant hand				*
6. Fakes				
a. body fakes	*			
b. stick fakes	*			
c. change of pace	*			
d. pivot	*			
C. Individual Defensive Skills				
1. Cross check		*		
2. Stick check		*		
3. Body check		*		
D. Team Play				
1. Offensive tactics				
a. odd-man situations				
i. two-on-one	*			
ii. three-on-two	*			
iii. four-on-three		*		
iv. five-on-four		*		
b. give-and-go	*			
c. screen		*		
d. pick-and-roll		*		
e. picot-screen			*	
f. fast break			*	
g. beating man-to-man defenses			*	
h. beating zone defenses			*	
i. changing lines				*
2. Defensive tactics				
a. odd-man situations	*			
b. man-to-man defenses				
i. checking the ball carrier	*			
ii. checking the non-ball carrier		*		
c. switch			*	
d. stealing the ball			*	
e. double teaming			*	
f. zones				
i. box			*	
ii. 2-1-2			*	
iii. 3-2			*	
g. penalty killing			*	
3. Games				
a. mini games	*			
b. modified games	*			
c. conditional games		*		
d. fall games				*

LACROSSE

[illegible]

NETBALL

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Running				
a. change of pace	*			
b. dodging and cutting	*			
c. stopping	*			
d. jumping and landing	*			
e. pivoting	*			
B. Individual Skills				
1. Ball handling	*			
2. Passing				
a. chest pass	*			
b. overhead pass	*			
c. one hand	*			
d. underhand pass	*			
e. sidearm pass	*			
3. Catching				
a. high balls	*			
b. low balls	*			
4. Individual defense				
a. no contact	*			
b. distance from attacker	*			
c. blocking	*			
5. Shooting				
a. two-hand shot	*			
b. one-hand shot	*			
6. Retrieving ground balls	*			
7. Throw-up	*			
C. Team Play				
1. Offense				
a. bringing ball from defensive end			*	
b. systems for moving ball from end to end			*	
2. Defense				
a. man-to-man		*		
b. zone		*		
3. Game situations				
a. team passing	*			
b. pass ball	*			
c. full court				
i. 2 vs 2	*			
ii. 3 vs 3	*			
d. skittle ball	*			
e. permit ball	*			
f. lane netball		*		
g. quarter-court lineball		*		
h. half-court netball		*		
i. line netball		*		

GAMES A

NETBALL

SKILLS	Levels			
	I	II	III	IV
j. mini netball			*	
k. netball (7 vs 7)			*	
D. Rules	*			
E. Officiating			*	
F. Terminology	*			
G. History	*			
H. Safety	*	*	*	*

RINGETTE

SKILLS	Levels			
	I	II	III	IV
A. Individual Skills				
1. Skating				
a. forward				
i. skating posture	*			
ii. stride	*			
b. backward				
i. skating posture	*			
ii. stride	*			
c. stopping				
i. forward				
- snow plough	*			
- two-foot side stop	*			
- one-foot stop		*		
ii. backward				
- two-foot	*			
- one-foot	*			
d. starting				
i. t-start	*			
ii. two-foot side start	*			
iii. one-foot side start		*		
e. pivoting				
i. front to back	*			
ii. back to front				
- crossover turn		*		
- glide turn	*			
f. cornering				
i. to the left	*			
ii. to the right	*			
iii. gliding	*			
iv. using crossovers		*		
2. Carrying the ring				
a. two hands		*		
b. one hand		*		
3. Passing				
a. sweep pass		*		
b. flip pass		*		
4. Pass receiving				
a. with a stick				
i. sighting		*		
ii. following		*		
iii. stabbing			*	
b. with skates		*		
5. Shooting				
a. sweep shot		*		
b. flip shot		*		
6. Stick check		*		
7. Goaltending				
a. set position		*		

RINGETTE

SKILLS	Levels			
	I	II	III	IV
b. moving				
i. out		*		
ii. back		*		
iii. side to side		*		
c. directing rebounds			*	
d. handling the ring			*	
B. Team Skills				
1. Positional play				
a. forward			*	
b. center			*	
c. defense			*	
2. Checking				
a. forechecking				*
b. backchecking				*
3. Coming out of own end				*
4. Attacking opponents blueline				*
5. Killing penalties				*
6. Power play				*
C. Rules	*			
D. Officiating			*	
E. Terminology	*			
F. History	*			
G. Safety	*	*	*	*

RUGBY

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Running	*			
2. Stopping	*			
3. Changing direction	*			
4. Moving into gaps		*		
B. Individual Offensive Skills				
1. Passing				
a. orthodox pass	*			
b. scrum-half pass				
i. standing	*			
ii. dive		*		
iii. reverse			*	
iv. pivot	*			
c. switch pass	*			
d. screen pass		*		
e. dummy pass		*		
f. lineout pass			*	
g. unorthodox pass			*	
h. French style				*
2. Receiving the ball				
a. from passes	*			
b. from kicks		*		
c. from throw-in	*			
d. fair-catch		*		
3. Pick-up				
a. stationary ball	*			
b. moving ball	*			
c. falling on ball and getting up	*			
4. Running				
a. with ball				
i. two hands	*			
ii. change of pace		*		
iii. sidestep		*		
iv. swerve		*		
v. power running				*
b. without ball				
i. supporting the ball	*			
ii. realignment in order to receive a pass	*			
5. Kicking				
a. place kick				
i. ball upright	*			
ii. ball angled	*			
iii. straight approach			*	
iv. around the corner			*	
b. drop kick				
i. scoring		*		

RUGBY

SKILLS	Levels			
	I	II	III	IV
ii. kick-offs				
- 22 m line		*		
- half-way line		*		
c. punt				
i. defensive kick to touch		*		
ii. attacking high kick		*		
iii. attacking chip kick		*		
iv. cross kick				*
v. up-and-under			*	
d. grubber				
i. drop kick technique		*		
ii. punt technique		*		
e. dribbling		*		
f. hooking		*		
6. Throw-in				
a. football pass	*			
C. Individual Defensive Skills				
1. Tackling				
a. side tackle	*			
b. rear tackle		*		
c. front tackle		*		
d. smother tackle			*	
e. ankle tackle			*	
2. Shoving/wedging				
a. scrum		*		
b. lineout		*		
c. rucking/mauling		*		
D. Winning the Ball				
1. Scrummaging				
a. 3 person	*			
b. 4 person	*			
c. 5 person	*			
d. hooking	*			
2. Line out		*		
3. Rucking/mauling			*	
E. Team Games				
1. Touch rugby	*			
2. Modified games	*			
3. Mini rugby*		*		
4. Seven a side*				*
5. Fifteen a side*				*
F. Team Strategy				*
* Modify games for instructional purposes to two-hand touch in place of tackling.				

RUGBY

[illegible]

SOCCER

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Running	*			
2. Starting and stopping	*			
3. Change of direction	*			
B. Individual Skills				
1. Passing				
a. inside of foot pass				
i. short	*			
ii. long	*			
b. outside of foot pass				
i. short		*		
ii. long		*		
c. heel pass			*	
d. lofted pass		*		
e. chip pass		*		
2. Trapping				
a. inside of the foot	*			
b. outside of the foot	*			
c. sole of the foot	*			
d. shin trap		*		
e. trunk trap		*		
f. chest trap		*		
3. Dribbling				
a. for speed	*			
b. for control	*			
c. feinting	*			
4. Tackling				
a. front block	*			
b. side block	*			
c. heel tackle		*		
d. slide block		*		
e. hook slide			*	
f. split slide			*	
5. Shooting				
a. low drive	*			
b. low volley	*			
c. half volley		*		
d. chip shot		*		
e. side volley			*	
f. overhead volley				*
6. Heading				
a. face on	*			
b. to the side	*			
c. in the air		*		
d. defending	*			
e. attacking		*		

SOCCER

SKILLS	Levels			
	I	II	III	IV
7. Goaltending				
a. fielding and catching				
i. low ball	*			
ii. waist high ball	*			
iii. chest high ball	*			
iv. head high	*			
b. palming				
i. outside hand		*		
ii. inside hand		*		
c. punching				
i. one hand			*	
ii. two hands			*	
d. throwing				
i. rolling the ball	*			
ii. javelin throw	*			
iii. round arm throw		*		
iv. overarm bowl throw		*		
e. falling on the ball	*			
f. diving				
i. high		*		
ii. low		*		
g. positional play		*		
8. Restarts				
a. beginning the match	*			
b. corner kicks	*			
c. throw ins	*			
d. indirect free kick		*		
e. direct free kick		*		
f. goal kick		*		
g. penalty shot		*		
C. Team Skills				
1. Individual positional play				
a. offensive				
i. forwards	*			
ii. midfield players	*			
iii. backs	*			
b. defensive				
i. forwards	*			
ii. midfield players	*			
iii. backs	*			
2. Team play				
a. W-M formation (5-3-2)		*		
b. 4-2-4			*	
c. 4-3-3			*	
d. 4-4-2			*	

GAMES A

SOCCKER

[illegible]

SOFTBALL

SKILLS	Levels			
	I	II	III	IV
A. Individual Skills				
1. Throwing				
a. grip	*			
b. underarm	*			
c. sidearm		*		
d. three-quarter		*		
e. overhand	*			
2. Catching				
a. above waist	*			
b. below waist	*			
3. Fielding				
a. thrown balls	*			
b. ground balls	*			
c. blocking ground balls			*	
d. pop flies	*			
e. fly balls	*			
4. Batting				
a. grip	*			
b. stance	*			
c. swing	*			
d. follow through	*			
e. place hitting			*	
f. power hitting			*	
5. Bunting				
a. sacrifice		*		
b. drag			*	
c. squeeze			*	
6. Base running				
a. rounding the base	*			
b. sliding				
i. feet first slide		*		
ii. hook slide			*	
iii. pop-up slide			*	
iv. head first slide				*
v. breaking up double plays			*	
c. stealing		*		
7. Pitching				
a. grip	*			
b. orthodox	*			
c. slingshot				*
d. windmill				*
B. Team Play				
1. Offensive				
a. batting order	*			
b. bunting		*		
c. base stealing			*	
d. sacrifice plays			*	
e. squeeze plays			*	

GAMES A

SOFTBALL

SKILLS		Levels			
		I	II	III	IV
	f. hit and run			*	
	g. signals				*
2.	Defensive				
	a. fielding positions	*			
	b. situations - where and when to throw the ball	*			
	c. cut-offs	*			
	d. tagging runners			*	
	e. double plays	*			
	f. rundowns			*	
	g. covering teammates				
	i. infield			*	
	ii. outfield			*	
C.	Rules	*			
D.	Officiating				
	1. Bases			*	
	2. Home plate			*	
	3. Score keeping	*			
E.	Terminology	*			
F.	History	*			
G.	Safety	*	*	*	*

TEAM HANDBALL

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Running	*			
2. Stopping and starting	*			
3. Faking	*			
4. Jumping and landing	*			
B. Individual Skills				
1. Handling the ball				
a. protecting the ball	*			
b. faking	*			
2. Dribbling	*			
3. Catching				
a. while stationary and moving	*			
b. passes from front, side and behind	*			
c. high and low passes	*			
4. Passing				
a. overhand pass	*			
b. jump pass		*		
c. underhand pass	*			
d. chest pass	*			
e. overhead pass	*			
f. drop pass				*
g. behind-the-back pass				*
5. Shooting				
a. overhand shot	*			
b. side-arm shot	*			
c. jump shot		*		
d. diving shot			*	
e. lob shot			*	
f. fall-away shot			*	
6. Goal tending				
a. basic position		*		
b. playing the angles		*		
c. low saves		*		
d. high saves		*		
C. Individual Defensive Skills				
1. Stance	*			
2. Side stepping	*			
3. Checking a player	*			
4. Blocking shots	*			
D. Team Play				
1. Offense				
a. Offensive tactics				
i. crossing		*		
ii. screening		*		
iii. blocking		*		
iv. give and go	*			

TEAM HANDBALL

SKILLS	Levels			
	I	II	III	IV
b. offensive strategies				
i. stationary offenses	*			
ii. moving offenses				*
c. set plays			*	
d. special situations				*
2. Defense				
a. defensive tactics				
i. covering	*			
ii. switching	*			
iii. rolling-off			*	
b. zone defenses				
i. 6-0	*			
ii. 5-1		*		
iii. 4-2		*		
c. man-to-man defenses			*	
d. combined defenses				*
e. special situations				*
E. Rules	*			
F. Officiating			*	
G. Terminology	*			
H. History	*			
I. Safety	*	*	*	*

VOLLEYBALL

SKILLS	Levels			
	I	II	III	IV
A. Individual Offensive Skills				
1. Serve				
a. underhand	*			
b. sidearm		*		
c. overhand		*		
d. roundhouse				*
e. floater			*	
2. Volley or set				
a. overhead volley	*			
b. backsetting		*		
c. attack volley				
i. with approach		*		
ii. no approach	*			
d. jump setting				*
e. quick set	*			
3. Bumping	*			
4. Attacking				
a. half speed spike	*			
b. tipping	*			
c. power		*		
B. Individual Defensive Skills				
1. Reception skills				
a. forearm dig pass	*			
b. rolling			*	
c. diving			*	
d. one arm digging				*
e. recovery off net				*
2. Blocking				
a. one player	*			
b. two players		*		
C. Team Play				
1. 3 vs 3				
a. serve reception position	*			
b. defensive position	*			
c. position for spiking and covering		*		
2. 6 vs 6				
a. serve reception position				
i. 4-2 system			*	
ii. 5-1 system				*
iii. 6-0 system				*
b. defensive position			*	
3. Positions for spiking and covering				
a. 4-2 system			*	
b. 5-1 system				*
c. 6-0 system				*
D. Rules	*			

VOLLEYBALL

[illegible]

GAMES B

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The levels included in the following pages are not tied to any special grade.

6 63/MAO

BADMINTON

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Stroke preparation				
a. ready position	*			
b. footwork for court coverage	*			
c. grip				
i. forehand	*			
ii. backhand	*			
d. stroke	*			
2. Serve				
a. preparatory skills				
i. ready position	*			
ii. releasing the shuttle	*			
iii. stroking	*			
iv. follow-through	*			
b. short serve	*			
c. long serve	*			
d. flick serve	*			
3. Clear				
a. overhead clear				
i. ready position	*			
ii. setting up	*			
iii. impact	*			
iv. follow-through	*			
b. backhand clear				
i. ready position	*			
ii. grip	*			
iii. setting up	*			
c. drop shot				
i. overhand		*		
ii. underhand		*		
iii. backhand		*		
iv. forehand		*		
d. drive shot				
i. down-court		*		
ii. close to the net		*		
e. smash		*		
i. forehand		*		
ii. backhand			*	
f. net shot or hairpin			*	
g. round-the-head shots			*	
B. Game Strategy				
1. Singles				
a. court placement				
i. offensive	*			
ii. defensive	*			
b. serving	*			
c. returning server	*			

BADMINTON

SKILLS	Levels			
	I	II	III	IV
d. attacking shots	*			
e. defensive shots	*			
2. Doubles				
a. court placement				
i. offensive		*		
ii. defensive		*		
b. serving		*		
c. returning serves		*		
d. attacking shots		*		
e. defensive shots		*		
C. Rules	*			
D. Etiquette	*			
E. Officiating			*	
F. Terminology		*		
G. History		*		
H. Safety	*	*	*	*

HANDBALL

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Footwork				
a. ready position	*			
b. hitting position				
i. dominant hand	*			
ii. offhand		*		
B. Individual Skills				
1. Overhand stroke				
a. hand position	*			
b. setting up	*			
c. impact	*			
d. follow-through	*			
e. ceiling shots	*			
2. Sidearm stroke				
a. hand position	*			
b. setting up	*			
c. impact	*			
d. follow-through	*			
3. Low sidearm stroke				
a. hand position	*			
b. setting up	*			
c. impact	*			
d. follow-through	*			
4. Underhand stroke				
a. hand position	*			
b. setting up	*			
c. impact	*			
d. follow-through	*			
5. Serve				
a. low drive serve	*			
b. change up serve	*			
c. lob		*		
d. three-wall serve		*		
e. the natural hop			*	
f. the reverse hop				*
6. The return				
a. back wall return	*			
b. left corner return	*			
c. right corner return	*			
7. Basic shots				
a. passing shot				
i. straight pass shot	*			
ii. two-wall pass	*			
b. kill shot				
i. straight kill	*			
ii. outside corner kill	*			
iii. inside corner kill	*			

HANDBALL

SKILLS	Levels			
	I	II	III	IV
c. ceiling shot			*	
d. three-wall shot			*	
e. hook shot				
i. natural hook shot				*
ii. reverse hook shot				*
C. Game Strategy				
1. Singles				
a. court placement				
i. offensive		*		
ii. defensive		*		
b. serving		*		
c. returning serves		*		
d. attacking shots		*		
e. defensive shots			*	
2. Doubles				
a. court placement				
i. offensive		*		
ii. defensive		*		
b. serving		*		
c. returning serves		*		
d. attacking shots		*		
e. defensive shots			*	
D. Rules	*			
E. Etiquette	*			
F. Officiating			*	
G. Terminology	*			
H. History	*			
I. Safety	*	*	*	*

RACQUETBALL

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Stroke fundamentals				
a. grip				
i. forehand	*			
ii. backhand	*			
b. ready position	*			
c. swing	*			
d. impact	*			
e. follow-through	*			
f. footwork	*			
2. Serve				
a. grip	*			
b. stance	*			
c. dropping the ball	*			
d. swing	*			
e. impact	*			
f. follow-through	*			
g. lob serve	*			
h. power serve	*			
i. Z serve		*		
j. overhead			*	
3. Returning serve				
a. power	*			
b. lob	*			
c. Z serve		*		
d. overhead			*	
4. Shots				
a. kill shot				
i. front wall kill		*		
ii. sidewall - front wall kill		*		
iii. front wall - side wall kill		*		
b. passing shots				
i. down the line	*			
ii. cross-court	*			
c. ceiling shot			*	
d. lob shot		*		
e. dropshot		*		
B. Game Strategy				
1. Singles	*			
2. Doubles		*		
3. Cutthroat	*			
4. Keeping ball in play	*			
5. Controlling the T		*		
6. Playing the front court			*	
7. Shots in the back sidewall				*
C. Rules	*			

RACQUETBALL

[illegible]

SQUASH

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Grip				
a. forehand	*			
b. backhand	*			
2. Stance	*			
3. Swing	*			
4. Impact	*			
5. Follow-through	*			
6. Footwork	*			
B. Individual Skills				
1. Strokes				
a. forehand	*			
b. backhand	*			
2. Serves				
a. lob serve	*			
b. angle serve		*		
c. hand serve			*	
3. Receiving serves				
a. ready position	*			
b. straight return	*			
c. cross-court return	*			
4. Basic shots				
a. ground shots				
i. forehand rail shot	*			
ii. backhand rail shot	*			
iii. forehand cross-court shot	*			
iv. backhand cross-court shot	*			
v. forehand lob		*		
vi. backhand lob		*		
b. touch shots				
i. drop shot				
- straight drop			*	
- cross-court drop			*	
ii. reverse-corner shot			*	
iii. side-wall front wall shot			*	
c. volleys				
i. reverse corner		*		
ii. cross-drop nick		*		
d. three-wall nick shot				*
e. boast shot				*
C. Strategy				
1. Keeping the ball in play	*			
2. Controlling the T		*		
3. Playing in the front court			*	
4. Shots in the back side-wall				*

SQUASH

[illegible]

TABLE TENNIS

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Choosing a racquet				
a. sponge-sandwich racquet	*			
b. "pimples rubber" bat	*			
2. Grip				
a. orthodox or shake-hand grip	*			
b. penhold grip	*			
3. Footwork				
a. forehand strokes	*			
b. backhand strokes	*			
B. Individual Skills				
1. Serve				
a. backhand serve				
i. bottom-spin		*		
ii. top-spin	*			
iii. mixed-spin			*	
b. forehand serve				
i. bottom-spin	*			
ii. top-spin		*		
iii. mixed-spin			*	
2. Blocks or counters				
a. backhand				
i. counter to top-spin serve	*			
ii. counter to bottom-spin serve		*		
iii. counter to mixed-spin serve			*	
b. forehand				
i. counter to top-spin serve		*		
ii. counter to bottom-spin serve	*			
iii. counter to mixed-spin serve			*	
c. blocks				
i. half-volley				
- forehand	*			
- backhand	*			
ii. late push shot				
- forehand	*			
- backhand	*			
3. Drive shots				
a. forehand drive		*		
b. backhand drive			*	
4. Chop shot				
a. forehand chop		*		
b. backhand drive			*	
5. Kill shot				
a. forehand kill		*		
b. backhand kill			*	
6. Lob shot				
a. forehand lob			*	
b. backhand lob			*	

TABLE TENNIS

SKILLS	Levels			
	I	II	III	IV
7. Drop shot				
a. forehand drop			*	
b. backhand drop			*	
8. Loop drive				*
C. Game Strategy				
1. Singles				
a. body position				
i. offensive play		*		
ii. defensive play		*		
b. serving		*		
c. returning serves		*		
d. attacking shots		*		
e. defensive shots			*	
2. Doubles				
a. body position				
i. offensive play		*		
ii. defensive play		*		
b. serving		*		
c. returning serves		*		
d. attacking shots		*		
e. defensive shots		*		
D. Rules	*			
E. Etiquette	*			
F. Officiating			*	
G. Terminology	*			
H. History	*			
I. Safety	*	*	*	*

TENNIS

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Footwork				
a. ready position	*			
b. hitting position				
i. forehand	*			
ii. backhand	*			
2. Racquet skills				
a. grips				
i. eastern forehand	*			
ii. eastern backhand	*			
iii. continental	*			
b. racquet faces	*			
3. Forehand groundstroke				
a. grip	*			
b. stroke components				
i. ready position	*			
ii. setting up	*			
iii. impact	*			
iv. follow-through	*			
c. imparting spin				
i. no spin				*
ii. top spin				*
iii. back spin				*
iv. side spin				*
4. Backhand groundstroke				
a. grip	*			
b. stroke components				
i. ready position	*			
ii. setting up	*			
iii. impact	*			
iv. follow-through	*			
c. variations				
i. two-handed	*			
ii. semi-two-handed	*			
d. imparting spin				
i. no spin				*
ii. top spin				*
iii. back spin				*
iv. side spin				*
5. Serve				
a. grip		*		
b. stroke components				
i. ready position		*		
ii. tossing the ball		*		
iii. setting up		*		
iv. impact		*		
v. follow-through		*		
c. imparting spin			*	

TENNIS

SKILLS	Levels			
	I	II	III	IV
6. Volley				
a. grip		*		
b. stroke components				
i. ready position		*		
ii. tossing the ball		*		
iii. setting up		*		
iv. impact		*		
v. follow-through		*		
c. variations				
i. drop volley		*		
ii. half volley		*		
7. Lob			*	
8. Smash			*	
9. Chop			*	
B. Game Strategy				
1. Singles				
a. court placement				
i. offensive		*		
ii. defensive		*		
b. serving		*		
c. returning serves		*		
d. attacking shots		*		
e. defensive shots		*		
2. Doubles				
a. court placement				
i. offensive		*		
ii. defensive		*		
b. serving		*		
c. returning serves		*		
d. attacking shots		*		
e. defensive shots		*		
C. Rules	*			
D. Etiquette	*			
E. Officiating	*			
F. Terminology	*			
G. History	*			
H. Safety	*	*	*	*

GYMNASTICS

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The levels included in the following pages are not tied to any specific grade.

GYMNASTICS

DUAL BALANCE

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Scales				
a. front scale on feet	*			
b. back scale on feet	*			
c. back scale straddling waist		*		
d. front scale straddling waist		*		
2. Cheststands				
a. on bottom person's back	*			
b. on bottom person's stomach	*			
3. Shoulderstands				
a. knee shoulderstand		*		
b. shoulderstand on feet			*	
c. arm-to-arm shoulderstand				*
4. Feetstands				
a. foot-to-hand				*
b. seat-on-feet		*		
c. lift to foot-to-hand				*
d. foot-to-foot				*
e. thighstand		*		
f. shoulder mount			*	
5. Hand balances				
a. two-handed high front side				*
b. one-handed high back scale				*
c. handstand on thighs			*	
d. low arm-to-arm shoulderstand			*	
e. on stomach			*	
f. on back			*	
g. on hips			*	
h. on feet				*
i. hand-to-hand				*
j. on forearm				*
6. Levers				
a. double elbow lever				
i. on stomach			*	
ii. on back			*	
iii. on hips			*	
b. back lever on thighs			*	
B. Safety	*			
C. Terminology	*			
D. History	*			
E. Safety	*	*	*	*

GYMNASTICS

EDUCATIONAL GYMNASTICS

SKILLS	Levels			
	I	II	III	IV
A. Basic Elements				
1. Definition	*			
2. Objectives	*			
3. Where it can be done				
a. floor	*			
b. mats and small apparatus	*			
c. large apparatus	*			
4. With whom it can be done				
a. alone	*			
b. pairs	*			
c. partners	*			
B. Theme Samples				
1. Gross body action themes				
a. travelling and stopping				
i. on different body parts	*			
ii. with direction changes	*			
iii. with speed changes	*			
2. Weight bearing				
a. large body surfaces	*			
b. stable bases	*			
c. unstable bases	*			
3. Transferring weight				
a. stepping	*			
b. jumping	*			
c. twisting	*			
d. rocking	*			
e. rolling	*			
f. falling	*			
4. Changes of speed				
a. accelerating	*			
b. decelerating	*			
5. Flight				
a. take-offs		*		
b. flight position		*		
c. recovery		*		
6. Body shape				
a. contracted		*		
b. stretched		*		
c. twisted		*		
7. Twisting and turning				
a. body rotations (excluding saltos)				
i. vertical axis		*		
ii. sagittal axis		*		
iii. horizontal axis		*		
b. twisting actions		*		
c. combining twisting and turning actions		*		

GYMNASTICS

EDUCATIONAL GYMNASTICS

SKILLS	Levels			
	I	II	III	IV
8. Rising and falling				
a. elevation				
i. springing		*		
ii. swinging		*		
iii. stretching and balancing		*		
b. lowering				
i. counterbalance		*		
ii. landings		*		
iii. transference of weight		*		
c. changing levels		*		
9. Levels and directions				
a. levels				
i. the body in space		*		
ii. body parts in relation to each other		*		
b. pathways		*		
10. Swinging				
a. using arms			*	
b. using legs			*	
11. Symmetry and asymmetry				
a. in stillness			*	
b. in movement			*	
12. Threes and small groups				
a. with no body contact			*	
b. with body contact			*	
C. Terminology	*			
D. History	*			
E. Safety	*	*	*	*

GYMNASTICS

*MEN'S ARTISTIC GYMNASTICS

SKILLS	Levels			
	I	II	III	IV
A. Floor Exercises				
1. Tip-up	*			
2. Headstand	*			
3. Handstand	*			
4. V-sit	*			
5. Front scale	*			
6. Forward roll-tuck	*			
7. Backward roll-tuck	*			
8. Backward roll-straddle	*			
9. Momentary headstand-forward roll		*		
10. Press to headstand from straddle stand		*		
11. Backward roll-pike		*		
12. Forward roll-jump-pirouette		*		
13. Momentary handstand-forward roll		*		
14. Cartwheel		*		
15. Cartwheel forward roll			*	
16. Forward roll straddle			*	
17. Standing dive roll			*	
18. Backward roll-extension			*	
19. Handstand without assistance			*	
20. Handstand quarter-turn			*	
21. Round-off			*	
22. Headspring on a rolled mat or box-top			*	
23. Tucked press to handstand (flexed arms)			*	
24. Straddle press to handstand				*
25. L-support				*
26. Headspring on the floor				*
27. Handspring				*
28. One-arm cartwheel				*
29. Backhandspring				*
30. Handstand - forward roll in piked position				*
31. Combinations and routines	*	*	*	*
B. Pommel Horse				
1. Front support swing	*			
2. Rear support swing	*			
3. Stride support swing	*			
4. Support travel		*		
5. Single leg half circle		*		
6. Flank dismount		*		
7. Single leg full circle			*	
8. Double leg half circle			*	
9. Rear pickup flank both legs to rear support			*	
*Note: This is from Gerald A. Carr's Men's Gymnastics Handbook, Vancouver: Hancock House Publishers.				

GYMNASTICS

*MEN'S ARTISTIC GYMNASTICS

SKILLS	Levels			
	I	II	III	IV
10. Front pickup flank both legs to front support				*
11. Front scissors				*
12. Back scissors				*
13. Rear dismount				*
14. Double leg circle				*
15. Combinations and routines	*	*	*	*
C. Rings				
1. Straight inverted hang	*			
2. Piked inverted hang	*			
3. Cross support	*			
4. Skin the cat	*			
5. Swings (low amplitude)	*			
6. Tucked support		*		
7. Backward tuck dismount		*		
8. Muscle-up			*	
9. L-support			*	
10. Tucked shoulder balance			*	
11. From support half backward roll to piked inverted hang			*	
12. Flyaway (backward dismount with straight body)			*	
13. Backward straddle dismount			*	
14. From cross support half forward roll to piked inverted hang				*
15. Shoulder balance				*
16. Inlocate				*
17. Back uprise				*
18. Combinations and routines	*	*	*	*
D. Vault				
1. Front vault - side horse	*			
2. Flank vault - side horse	*			
3. Rear vault - side horse		*		
4. Squat vault - side horse		*		
5. Straddle vault - side horse			*	
6. Straddle vault - long horse			*	
7. Stoop vault - side horse			*	
8. Squat vault - long horse				*
9. Stoop vault - long horse				*
10. Headspring vault - side horse				*
11. Handspring vault - side horse				*
12. Rear pickup flank both legs to rear support			*	
E. Parallel Bars				
1. Cross support hop travel	*			
2. Cross support swings	*			
3. Dismount from forward swing	*			

GYMNASTICS

*MEN'S ARTISTIC GYMNASTICS

SKILLS	Levels			
	I	II	III	IV
4. Underarm support swing	*			
5. Glide swing and return	*			
6. Glide swing to piked inverted hang		*		
7. Dismount from backward swing		*		
8. L-support		*		
9. Shoulder balance			*	
10. Forward roll from momentary shoulder balance			*	
11. Back uprise			*	
12. Underarm kip to cross support			*	
13. Front uprise				*
14. Glide kip				*
15. Drop kip at end of bars				*
16. Momentary handstand quarter-turn dismount at end of bars				*
17. Combinations and routines	*	*	*	*
F. Horizontal Bars (chest height throughout)				
1. Front support swings (simple cast)	*			
2. Front support - forward roll dismount	*			
3. Front support to stride support	*			
4. Single knee swing-up	*			
5. Pullover mount		*		
6. Backward hip circle		*		
7. Underswing dismount		*		
8. Glide swing and return		*		
9. Stride inverted swing			*	
10. Forward stride circle			*	
11. Forward hip circle			*	
12. Piked inverted swing			*	
13. Glide-stride inverted swing to stride support				*
14. Cast-straddle sole dismount				*
15. Glide kip				*
16. Glide-piked inverted swing to rear support				*
17. Combinations and routines	*	*	*	*
G. Rules	*			
H. Etiquette	*			
I. Officiating			*	
J. Terminology	*			
K. History	*			
L. Safety	*	*	*	*

GYMNASTICS

MODERN RHYTHMIC GYMNASTICS

SKILLS		Levels			
		I	II	III	IV
A. Basic Skills					
1. Walks					
a. toe walk		*			
b. flat foot walk		*			
c. spring walk		*			
d. pedalling		*			
e. skipping		*			
f. sneaky walk		*			
g. impulse walk		*			
2. Runs					
a. running		*			
b. jogging		*			
c. galloping		*			
d. partners		*			
3. Legs					
a. swings					
i. straight		*			
ii. bent		*			
b. circles					
i. leg		*			
ii. knee		*			
4. Leaps					
a. split				*	
b. stag				*	
c. scissor				*	
5. Jumps					
a. tuck			*		
b. split				*	
c. stag				*	
d. arch			*		
6. Body wave progression					
a. on knees			*		
b. standing					
i. flat foot			*		
ii. on toes			*		
c. question mark			*		
7. Abdominals					
a. sit-ups		*			
b. bicycle		*			
c. train		*			
8. Upper and lower back					
a. lower back lift		*			
b. basic back exercise		*			
c. peanut crawl		*			
d. back exercise with relaxation		*			
e. side relaxation drop		*			
f. upper body and arm relaxation		*			
g. backward questions mind		*			
h. chest lift		*			

GYMNASTICS

MODERN RHYTHMIC GYMNASTICS

SKILLS	Levels			
	I	II	III	IV
9. Hips				
a. forward weight shift	*			
b. side body wave		*		
c. hip circles	*			
d. sitting side to side	*			
e. hip lifts	*			
f. sitting hip lift	*			
g. body waves on knees		*		
h. pelvis lift	*			
i. hip throw	*			
j. crawling	*			
B. Balls				
1. Throwing				
a. two-handed throw	*			
b. overhead throw	*			
c. one-handed throw	*			
d. over-shoulder throw		*		
e. continuous over-shoulder throw			*	
2. Catching	*			
3. Bouncing				
a. standing position	*			
b. sitting position	*			
c. kneeling position	*			
d. around the body		*		
e. across the body		*		
f. bounce and turn		*		
g. bounce while walking		*		
i. running		*		
ii. skipping		*		
iii. grapevine steps			*	
iv. leap			*	
v. side gallop			*	
h. scissor kick			*	
4. Rolling				
a. sitting position	*			
b. prone position	*			
c. kneeling position	*			
d. standing position	*			
e. run with roll			*	
f. run and leap with roll			*	
g. leap over rolling ball		*		
h. roll between the hands		*		
i. roll on the legs			*	
j. roll on the arms			*	
k. roll on back				*
5. Swinging				
a. backward and forward	*			
b. pendular swing	*			

GYMNASTICS

MODERN RHYTHMIC GYMNASTICS

SKILLS	Levels			
	I	II	III	IV
c. body wave	*			
d. across the body	*			
e. circling				
i. forward	*			
ii. backward	*			
iii. across the body	*			
iv. around the body		*		
v. figure eight				
- both arms			*	
- one arm			*	
6. Balancing				
a. while curling and uncurling the arms		*		
b. spiral		*		
c. reverse spiral		*		
d. spiral turn			*	
7. Movement with two balls				
a. throwing				
i. simultaneously		*		
ii. alternately			*	
b. bouncing				
i. simultaneously				*
ii. alternately				*
c. juggling two balls				*
C. Ropes				
1. Jumping movements				
a. forward	*			
b. backward	*			
c. step-hop forward	*			
d. step-hop backward	*			
e. cradle	*			
f. pendulum swing		*		
g. running		*		
h. gallop		*		
i. front cross			*	
j. back cross			*	
k. double turn			*	
l. triple turn				*
m. schottische step				*
n. polka step				*
o. cabriole				*
p. leaps			*	
q. cowboy kick			*	
r. oblique turn			*	
s. lateral turn		*		
t. forward-to-backward turn			*	
u. backward-to-forward turn			*	
v. folded rope turn			*	
w. double-folded rope jump				*

GYMNASTICS

MODERN RHYTHMIC GYMNASTICS

SKILLS		Levels			
		I	II	III	IV
	x. partner jumping with one rope			*	
	y. partner jumping with two ropes				*
2.	Swinging movements				
	a. in front	*			
	b. sitting and circling	*			
	c. figure eight front-to-back		*		
	d. figure eight sideward		*		
	e. kneeling and circling	*			
	f. with different rope lengths		*		
	g. overhead	*			
	h. under the leg			*	
	i. turning with horizontal swing		*		
	j. kneeling turn		*		
	k. circling around the body		*		
	l. circling around with a twist			*	
	m. horizontal swing with straight rope			*	
	n. partner swinging				*
3.	Wrapping movements				
	a. wrap around waist				
	i. folded rope		*		
	ii. straight rope		*		
	b. wrap around the arms			*	
4.	Balancing movements				
	a. rope hooked around the leg			*	
	b. arabesque			*	
	c. side with folded rope			*	
	d. balancing with double-folded rope			*	
5.	Tossing and catching movements				
	a. swing and catch			*	
	b. one-handed release				*
	c. backward swing and toss				*
	d. sideward swing and toss				*
	e. folded rope toss				*
	f. partner tossing				*
D.	Hoops				
1.	Basics				
	a. grips				
	i. regular	*			
	ii. reverse	*			
	iii. inside	*			
	iv. outside	*			
	v. mixed	*			
	b. planes				
	i. frontal	*			
	ii. sagittal	*			
	iii. horizontal	*			

GYMNASTICS

MODERN RHYTHMIC GYMNASTICS

SKILLS	Levels			
	I	II	III	IV
c. axis				
i. horizontal	*			
ii. vertical	*			
2. Swinging movements				
a. across the body	*			
b. swing and lean	*			
c. changing hands				
i. in front	*			
ii. behind		*		
iii. overhead		*		
iv. under the leg		*		
d. swing backward and forward		*		
e. swing to backbend		*		
f. swing around the body			*	
g. swing overhead			*	
h. figure eight				
i. frontal plane			*	
ii. sagittal plane			*	
iii. horizontal plane			*	
i. poses			*	
3. Turning movements				
a. in various planes				
i. frontal			*	
ii. sagittal			*	
iii. horizontal			*	
4. Circling movements				
a. in front of the body	*			
b. change hands in front of the body		*		
c. in front of the arm		*		
d. in back of the arm		*		
e. combinations in front and back of arm		*		
f. change hands in back of body			*	
g. combinations of front and back hand changes			*	
h. combination of front and back circle			*	
i. circle back of head and front of body			*	
j. circle in sagittal plane			*	
k. circle to backbend			*	
l. horizontal circle in front of body			*	
m. horizontal circle overhead			*	
n. combination of front and overhead circles			*	
o. poses		*		
p. hula-hooping		*		
5. Throwing movements				
a. in sagittal plane				
i. two-handed throw		*		
ii. one-handed throw		*		
iii. overhead throw		*		

GYMNASTICS

MODERN RHYTHMIC GYMNASTICS

SKILLS		Levels			
		I	II	III	IV
	b. overhead throw in frontal plane		*		
	c. circle and throw over the head			*	
	d. throw behind shoulder			*	
	e. throw in horizontal plane			*	
	f. throw with horizontal spin			*	
	g. throw the leap				*
	h. partner tossing				*
6.	Rolling movements				
	a. in frontal plane	*			
	b. run with roll	*			
	c. jump over rolling hoop			*	
	d. throw behind the shoulder			*	
	e. throw in horizontal plane			*	
	f. throw with horizontal spin			*	
	g. throw and leap				*
	h. partner tossing				*
	i. roll with backspin		*		
	j. in a circle			*	
	k. crawl through rolling hoop			*	
	l. roll on arm and back				*
	m. roll along the arms				
	i. in front				*
	ii. in back				*
	iii. to partner				*
7.	Jumping movements				
	a. forward		*		
	b. backward		*		
	c. step-hops		*		
	d. leaps			*	
	e. pendulum swing			*	
E.	Ribbons				
1.	Grips				
	a. regular	*			
	b. reverse	*			
2.	Swinging movements				
	a. forward and backward	*			
	b. across the body	*			
	c. overhead	*			
	d. forward and overhead	*			
	e. under the leg		*		
	f. swing and catch			*	
	g. around the body		*		
	h. with two ribbons			*	
3.	Circling movements				
	a. frontal plane	*			
	b. sagittal plane	*			
	c. horizontal plane	*			

GYMNASTICS

MODERN RHYTHMIC GYMNASTICS

SKILLS	Levels			
	I	II	III	IV
d. under the leg		*		
e. with two ribbons			*	
4. Figure eight movements				
a. frontal plane		*		
b. sagittal plane		*		
c. horizontal plane		*		
d. leap over the ribbon			*	
e. front and back			*	
5. Serpentine movements				
a. vertical serpentine	*			
b. turns with vertical serpentine		*		
c. horizontal serpentine				
i. in the air		*		
ii. on the floor		*		
d. with two ribbons			*	
6. Spiral movements				
a. vertical spirals				
i. on the floor	*			
ii. in the air	*			
b. frontal circle with spiral		*		
c. spirals with increasing circles			*	
d. spirals with decreasing circles			*	
e. horizontal spirals			*	
f. with two ribbons				*
7. Throwing and catching movements				
a. giving toss overhead			*	
b. overhead throw				
i. frontal plane			*	
ii. sagittal plane			*	
c. two-ribbon throw				*
F. Compositions	*			
G. Group Exercises	*			
H. Rules	*			
I. Officiating			*	
J. Terminology	*			
K. History	*			
L. Safety	*	*	*	*

GYMNASTICS

PYRAMID BUILDING

SKILLS	Levels			
	I	II	III	IV
A. Basics				
1. Foundation	*			
2. Center of gravity	*			
3. Balance	*			
B. Types of Pyramid				
1. Straight line	*			
2. Curved line	*			
3. Tower	*			
4. Intersecting line	*			
C. Body Positions				
1. Sitting	*			
2. Hands and knees	*			
3. Lying	*			
4. Kneeling	*			
5. Standing	*			
D. Triples Pyramid				
1. Outside performers' horizontal	*			
2. Outside performers' verticle	*			
3. Bottom performers' support top performer		*		
4. Three high			*	
E. Four-Person Pyramid				
1. Two performers support two performers		*		
2. One performer supports three performers				*
F. Five-Person Pyramid			*	
G. Six-Person Pyramid			*	
H. Seven-Person Pyramid			*	
I. Eight-Person Pyramid			*	
J. Nine-Person Pyramid			*	
K. Ten-Person Pyramid			*	
L. Mass Pyramid				*
M. Safety	*			
N. Terminology	*			
O. History	*			

GYMNASTICS

TRAMPOLINE

SKILLS	Levels			
	I	II	III	IV
A. Basic Bounce	*			
B. The Break	*			
C. Basic Bounce Variations	*			
1. Swan	*			
2. Tuck		*		
3. Pike		*		
4. Jackknife			*	
5. Straddle pike			*	
6. Turns		*		
D. Seat Drop		*		
Knee Drop		*		
F. Knee Drop		*		
G. Front Drop			*	
H. Back Drop			*	
I. Combinations and Twists				
1. Half twist to seat			*	
2. Swivel hips			*	
3. Seat drop to front			*	
4. Front drop to seat drop			*	
5. Half twist to back drop			*	
6. Back drop to front drop			*	
7. Front drop to back drop			*	
8. Airplane			*	
9. Half twist from back drop			*	
10. Half turntable			*	
11. Band roll			*	
12. Cradles			*	
J. Rules	*			
K. Officiating			*	
L. Terminology	*			
M. History	*			
N. Safety	*	*	*	*

GYMNASTICS

TUMBLING

SKILLS	Levels			
	I	II	III	IV
A. Forward Rolls				
1. Forward roll to squat	*			
2. Forward roll to stepout	*			
3. Straddle forward roll	*			
4. Dive forward roll				
a. piked		*		
b. layout			*	
B. Backward Rolls				
1. Backward roll to squat	*			
2. Piked backward roll		*		
3. Straddle backward roll		*		
4. Back extension			*	
C. Inverted Stunts and Springs				
1. Headstand		*		
2. Handstand		*		
3. Cartwheel		*		
4. One-hand cartwheel			*	
5. Front walkover			*	
6. Back walkover			*	
7. Headspring on folded mat			*	
8. Neckspring				*
9. Round-off				*
10. Front handspring				*
11. Back handspring				*
12. Round-off back handspring				*
D. Officiating			*	
E. Terminology	*			
F. History	*			
G. Safety	*	*	*	*

GYMNASTICS

WOMEN'S ARTISTIC GYMNASTICS

SKILLS	Levels			
	I	II	III	IV
A. Balance Beam				
1. Mounts				
a. from two feet				
i. front support mount	*			
ii. knee scale mount	*			
iii. squat mount			*	
iv. wolf mount		*		
v. straddle mount		*		
vi. clear straddle support mount			*	
vii. single leg squat through			*	
viii. stoop through to a clear V support				*
ix. forward roll mount				*
b. from one foot				
i. scissor mount			*	
ii. step-on mount			*	
iii. jump with a half-turn mount				*
iv. thief mount				*
2. Locomotor movements				
a. walking				
i. forward	*			
ii. backward	*			
b. dipping steps	*			
c. running forward		*		
d. running backwards		*		
3. Leaps, jumps and hops				
a. quick two-foot jumps	*			
b. changement		*		
c. cissone			*	
d. tuck jump		*		
e. scissor leap			*	
f. split leap				*
g. pas de chats			*	
4. Turns				
a. pivot turn	*			
b. squat turn		*		
c. lunge turn			*	
d. cross straddle seat turn				*
e. knee scale turn				*
f. tip toe turn			*	
g. pirouette			*	
5. Balances and poses				
a. low balances				
i. V support		*		
ii. stag seat		*		
iii. knee scale	*			
iv. squat on one leg	*			
v. ballet point	*			
vi. forward lunge		*		
vii. sideward lunge		*		

GYMNASTICS

WOMEN'S ARTISTIC GYMNASTICS

SKILLS		Levels			
		I	II	III	IV
	viii. front split				*
	ix. lateral split				*
b.	high balances				
	i. arabesque			*	
	ii. needle scale			*	
	iii. one leg balances			*	
	iv. headstand				*
	v. cross handstand				*
	vi. side handstand				*
6.	Tumbling				
a.	forward roll	*			
b.	swing forward roll			*	
c.	free forward roll				*
d.	backward roll		*		
e.	backward roll to handstand				*
f.	cartwheel				*
g.	front walkover				*
h.	back walkover				*
7.	Dismounts				
a.	jump-offs				
	i. arch jump-offs	*			
	ii. straddle jump-offs		*		
	iii. pike jump-offs			*	
b.	cross support dismount	*			
c.	round-off dismount			*	
d.	walk-over dismount				*
e.	handstand straddle-off dismount				*
f.	cartwheel quarter turn outward dismount				*
B.	Uneven Bars				
1.	Grips				
a.	regular	*			
b.	reverse	*			
c.	mixed	*			
2.	Positions				
a.	front support	*			
b.	rear support	*			
c.	front lying position	*			
d.	rear lying position	*			
e.	long hang	*			
f.	pike hang	*			
3.	Mounts				
a.	straight arm support mount	*			
b.	back hip pullover mount	*			
c.	beat swing to shoot over low bar mount		*		
d.	single-leg swing-up mount			*	
e.	double-leg stemrise mount			*	
f.	glide kip mount			*	
g.	glide kip double-leg stoop through mount				*

GYMNASTICS

WOMEN'S ARTISTIC GYMNASTICS

SKILLS		Levels			
		I	II	III	IV
	h. front hip circle mount				*
	i. vault mounts				*
4.	Circling and turning movements				
	a. backward hip circle			*	
	b. forward hip circle			*	
	c. single-knee swing up			*	
	d. single-knee circle backward		*		
	e. seat circle backward				*
	f. seat circle forward				*
5.	Swinging movements				
	a. cast			*	
	b. cast from HB to long hang			*	
	c. flying hip circle				*
6.	Kipping movements				
	a. double-leg stemrise		*		
	b. single-leg stemrise		*		
	c. short kip from LB to HB			*	
	d. glide kip				*
	e. drop kip				*
7.	Dismounts				
	a. cast off from front support	*			
	b. single leg flank quarter-turn		*		
	c. shut off from rear support	*			
	d. penny drop			*	
	e. underswing dismount from low bar				*
	f. vault dismounts				*
C.	Vaulting				
	1. Flank vault	*			
	2. Front vault		*		
	3. Rear vault		*		
	4. Thief vault			*	
	5. Squat vault	*			
	6. Stoop vault			*	
	7. Straddle vault		*		
	8. Headspring			*	
	9. Layout-squat				*
	10. Layout-straddle				*
	11. Handspring				*
D.	Floor Exercise				
	1. Tumbling				
	a. forward roll	*			
	b. forward straddle roll		*		
	c. backward roll	*			
	d. backward straddle roll	*			
	e. headspring				*
	f. handstand		*		
	g. backroll extension			*	

GYMNASTICS

WOMEN'S ARTISTIC GYMNASTICS

SKILLS	Levels			
	I	II	III	IV
h. cartwheel		*		
i. round-off			*	
j. front walkover				*
k. back walkover				*
l. handspring				*
m. valdez				*
n. back handspring				*
o. round-off backhandspring				*
2. Dance elements				
a. chasse		*		
b. waltz step		*		
c. arabesque hop		*		
d. scissors leap		*		
e. split leap			*	
f. cissone			*	
g. tour jete			*	
h. body wave		*		
i. one-foot turns		*		
E. Rules	*			
F. Etiquette	*			
G. Officiating			*	
H. Terminology		*		
I. History		*		
J. Safety	*	*	*	*

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The levels included in the following pages are not tied to any specific grade.

1. 10/10/10

2. 10/10/10

3. 10/10/10

4. 10/10/10

5. 10/10/10

6. 10/10/10

7. 10/10/10

INDIVIDUAL ACTIVITIES

ARCHERY

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Eye dominance	*			
2. Labeling archery tackle	*			
3. Selection of equipment				
a. bow	*			
b. arrow	*			
c. finger tab and glove	*			
d. arm guard	*			
e. quiver	*			
4. Stringing the bow	*			
a. step-through method	*			
5. Unstringing the bow	*			
a. step-through method	*			
6. Placement of quiver with arrows	*			
7. Wearing of finger tab	*			
8. Wearing of arm guard	*			
9. Retrieving arrows	*			
B. Shooting Skills				
1. Stance	*			
2. Bow hold	*			
3. Nocking the arrow	*			
4. Set hook	*			
5. Raise unit	*			
6. Draw	*			
7. The anchor				
a. primary anchor	*			
b. secondary anchor	*			
8. Aiming				
a. instinctive	*			
b. point of aim		*		
c. gap methods		*		
d. bow sights			*	
9. Release	*			
10. Follow-through	*			
C. Safety Rules	*			
D. Scoring	*			
E. Archery	*			
F. Archery Terms	*			
G. Care of Equipment	*			

INDIVIDUAL ACTIVITIES

CROSS-COUNTRY RUNNING

SKILLS	Levels			
	I	II	III	IV
A. Basic Techniques of Running				
1. Head position	*			
2. Body-lean	*			
3. Leg and footwalk				
a. length of stride	*			
b. leg lift	*			
4. Arm action				
a. relaxation	*			
b. rhythm	*			
5. Breathing control	*			
6. Pacing	*			
7. Various terrain				
a. flat	*			
b. uphill	*			
c. downhill	*			
B. Training Methods				
1. Speed and distance varying				
a. overdistance but slower		*		
b. underdistance but faster		*		
c. pace work			*	
2. Hill running				
a. sustained hills			*	
b. moderate hills		*		
c. steep hills			*	
3. Strength training				
a. weights		*		
b. circuit training		*		
c. stair running		*		
d. snow or sand running			*	
e. exercise bicycle			*	
4. Fartlek training				
a. for recovery purposes		*		
b. for developing aerobic capacity		*		
c. hill fartlek			*	
d. sprint fartlek			*	
e. stride-outs			*	
f. speed play			*	
5. Interval training				
a. types				
i. distance intervals		*		
ii. speed intervals		*		
iii. recovery intervals		*		
b. number of intervals		*		
c. safety problems		*		
6. Parlauf		*		

INDIVIDUAL ACTIVITIES

CROSS-COUNTRY RUNNING

SKILLS	Levels			
	I	II	III	IV
C. Cross-Country Strategy				
1. Individual strategy				
a. the start	*			
b. pacing				
i. time		*		
ii. placing		*		
c. the finish		*		
2. Team strategy				
a. the start			*	
b. rabbit running				*
c. pack running			*	
d. pair running			*	
D. Rules	*			
E. Officiating			*	
F. Terminology	*			
G. History	*			
H. Safety	*	*	*	*

INDIVIDUAL ACTIVITIES

FIVE-PIN BOWLING

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Grip	*			
2. Stance	*			
3. Approach				
a. three-step	*			
4. Aiming				
a. pin bowling	*			
b. spot bowling	*			
5. Delivery				
a. straight ball	*			
b. back-up ball		*		
6. Follow-through	*			
B. Game Strategy				
1. Making strikes				
a. left pocket			*	
b. right pocket	*			
2. Making spares				
a. handling corner pins	*			
b. groups of pins	*			
c. splits			*	
C. Scoring	*			
D. Rules	*			
E. Terminology	*			
F. History	*			
G. Safety	*	*	*	*

INDIVIDUAL ACTIVITIES

GOLF

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Selection and equipment care				
a. clubs	*			
b. balls	*			
c. bags	*			
d. carts	*			
e. shoes	*			
f. glove	*			
2. Swing				
a. grip				
i. overlap	*			
ii. interlock	*			
iii. baseball	*			
b. stance				
i. square	*			
ii. open		*		
iii. closed		*		
c. addressing the ball	*			
d. backswing	*			
e. forward swing	*			
f. contact	*			
g. follow-through	*			
3. Short irons				
a. putting	*			
b. wedge shots		*		
c. pitch shots	*			
d. chipping	*			
e. approach shots	*			
4. Long irons				
a. 1 through 6 irons	*			
5. Woods				
a. driver	*			
b. fairway woods		*		
B. Game Skills				
1. Putting greens	*			
2. Bunker shots			*	
3. Hills				
a. uphill lie			*	
b. downhill lie			*	
4. Shots from the rough			*	
5. Trees				
a. shooting over			*	
b. shooting under			*	
6. Wind				
a. from the side			*	
b. from the back			*	
c. from the front			*	

INDIVIDUAL ACTIVITIES

GOLF

SKILLS		Levels			
		I	II	III	IV
C.	Types of Competition				
1.	Match play	*			
2.	Stroke play	*			
3.	Medal play	*			
4.	Two-ball foursome	*			
D.	Scoring	*			
E.	Rules	*			
F.	Etiquette	*			
G.	Terminology	*			
H.	History	*			
I.	Safety	*	*	*	*

INDIVIDUAL ACTIVITIES

TEN-PIN BOWLING

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Grip	*			
2. Stance	*			
3. Approach				
a. four-step	*			
b. five-step	*			
4. Aiming				
a. pin bowling	*			
b. spot bowling	*			
5. Delivery				
a. straight ball	*			
b. hook ball	*			
c. curve ball		*		
d. backup ball			*	
B. Game Strategy				
1. Making strikes	*			
2. Making spares				
a. left centre group	*			
b. far left group	*			
c. right centre group	*			
d. far right group	*			
e. splits			*	
C. Scoring	*			
D. Rules	*			
E. Etiquette	*			
F. Terminology	*			
G. History	*			
H. Safety	*	*	*	*

INDIVIDUAL ACTIVITIES

TRACK AND FIELD

SKILLS	Levels			
	I	II	III	IV
A. Running				
1. Sprints to middle distances				
a. starts				
i. commands	*			
ii. elongated start		*		
iii. bunch start	*			
iv. standing	*			
v. use of blocks	*			
b. running form				
i. body angle	*			
ii. head position	*			
iii. arm action	*			
iv. leg action	*			
v. stride length	*			
c. pacing		*		
d. finish		*		
e. training techniques			*	
2. Hurdles				
a. start	*			
b. hurdling form				
i. approach	*			
ii. clearance	*			
iii. sprinting between hurdles	*			
3. Relays				
a. baton passes				
i. non-visual				
- palm up		*		
- palm down		*		
ii. visual				
- palm up	*			
iii. passing zones	*			
B. Jumping				
1. Long jump				
a. approach run	*			
b. gather	*			
c. take-off	*			
d. flight				
i. tuck	*			
ii. hang			*	
iii. hitch kick	*			
e. landing	*			
*2. Triple jump				
a. approach run	*			
b. gather	*			
c. take-off	*			
* Research indicates that triple jump is not a safe activity for females.				

INDIVIDUAL ACTIVITIES

TRACK AND FIELD

SKILLS		Levels			
		I	II	III	IV
	d. hop	*			
	e. step	*			
	f. jump	*			
	g. flight				
	i. tuck	*			
	ii. hangs				*
	iii. hitch kick				*
	h. landing	*			
3.	High jump				
	a. Techniques				
	i. scissor jump	*			
	ii. western roll		*		
	iii. straddle roll		*		
	iv. fosbury flop		*		
	b. approach		*		
	c. gather		*		
	d. take-off and jump		*		
	e. landing		*		
4.	Pole vault				
	a. grip		*		
	b. carrying the pole		*		
	c. plant		*		
	d. swing		*		
	e. ride		*		
	f. vaulting				
	i. no crossbar		*		
	ii. supported vaulting			*	
	iii. full vault				*
	g. bar clearance			*	
C.	Throwing				
1.	Shot-put				
	a. grip	*			
	b. starting position				
	i. front of circle	*			
	ii. back of circle		*		
	c. putting				
	i. standing put	*			
	ii. glide across the circle put		*		
	d. release	*			
	e. recovery	*			
2.	Discus				
	a. grip	*			
	b. standing throw				
	i. stance	*			
	ii. preliminary swings	*			
	iii. release	*			
	iv. follow-through	*			
	v. recovery	*			

INDIVIDUAL ACTIVITIES

TRACK AND FIELD

SKILLS	Levels			
	I	II	III	IV
c. full turn throw				
i. stance		*		
ii. preliminary swings		*		
iii. turn		*		
iv. release		*		
v. recovery		*		
3. Javelin				
a. grip	*			
b. carry position	*			
c. approach				
i. one step	*			
ii. slow walk	*			
iii. full		*		
d. throw	*			
e. follow-through	*			
f. recovery		*		
D. Safety	*			
E. Rules	*			
F. Officiating			*	
G. Terminology	*			
H. History	*			
I. Current Issues	*	*	*	*

INDIVIDUAL ACTIVITIES

WEIGHTLIFTING

SKILLS	Levels			
	I	II	III	IV
A. Basics				
1. Warm-up	*			
2. Strengthening legs	*			
3. Strengthening back	*			
4. Strengthening chest	*			
5. Strengthening shoulders	*			
6. Strengthening arms	*			
B. Olympic Lifts				
1. Snatch				
a. grip	*			
b. squat-style snatch	*			
c. split-style snatch	*			
2. Clean and jerk				
a. grip	*			
b. clean portion of lift	*			
c. jerk portion of lift	*			
3. Training lifts for snatch				
a. power snatches		*		
b. snatch pulls		*		
c. overhead squats		*		
d. hang snatches		*		
4. Training lifts for clean and jerk				
a. clean pulls		*		
b. jerk from the rack		*		
c. military press		*		
d. presses behind the neck		*		
C. Powerlifts				
1. Squat	*			
2. Bench press	*			
3. Deadlift	*			
4. Exercises for squat				
a. front squats		*		
b. leg extensions		*		
c. leg curls		*		
d. leg presses		*		
5. Exercises for bench press				
a. inclined bench presses		*		
b. dumbbell bench presses		*		
c. dips		*		
d. triceps extension		*		
6. Exercises for deadlift				
a. bent-over rowing		*		
b. stiff-legged deadlifts		*		
c. hyperextensions		*		

INDIVIDUAL ACTIVITIES

WEIGHTLIFTING

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INDIVIDUAL ACTIVITIES

WRESTLING

SKILLS	Levels			
	I	II	III	IV
A. Basic Exercises				
1. Individual				
a. front bridge	*			
b. wrestler's bridge	*			
c. forward belly-roll	*			
d. bear crawl	*			
e. alternate hand touches	*			
f. push-ups	*			
g. hurdler's stretch	*			
h. shoulder roll	*			
i. front roll	*			
j. alternate toe touches	*			
k. sit-ups	*			
l. vertical sits	*			
m. horizontal dips	*			
n. stride jumps	*			
o. military crawl	*			
p. cartwheels	*			
q. giant stride	*			
2. Partner				
a. vertical sit-ups		*		
b. reverse grip lift-overs		*		
c. sit-ups on partner's back		*		
d. flip flops		*		
e. back to back squats		*		
f. fall into wrestler's bridge with partner's help		*		
g. two person pull-ups		*		
h. three point bridging		*		
i. partner front rolls		*		
j. partner squats		*		
k. wall dips		*		
l. walk the wall		*		
B. Prone Position to Pin				
1. Half nelson	*			
2. Chicken wing		*		
3. Double wristlock and walkaround	*			
4. Reverse half nelson	*			
5. Open the man up	*			
6. Power half nelson				*
7. Arm bar - outside crotch	*			
8. Ankle cross			*	
C. Referee's Position				
1. Top	*			
2. Bottom	*			

INDIVIDUAL ACTIVITIES

WRESTLING

SKILLS	Levels			
	I	II	III	IV
D. Breakdowns				
1. Waistlock - near elbow	*			
2. Far arm - near knee	*			
3. Headlever		*		
4. Far ankle - far knee	*			
5. Double lock on far ankle	*			
6. Pancake			*	
E. Scoring System	*			
F. Counters to Breakdowns				
1. Rock of Gibraltar position	*			
2. Head up	*			
3. vs half nelson				
a. clear head	*			
b. lock-up and away	*			
c. elbow pressure	*			
4. vs chicken wing				
a. elbow pressure		*		
5. Winglocks				
a. near side		*		
b. far side		*		
c. double winglock		*		
G. Stances				
1. Square	*			
2. Staggered	*			
H. Takedowns				
1. Single leg pickup	*			
2. Single leg with leg hook		*		
3. Double leg				
a. to the side	*			
b. straight back	*			
c. spin behind		*		
4. Duck under				
a. takedown from behind		*		
I. Counters to Takedowns				
1. Sprawl	*			
2. Head control	*			
3. Cross face		*		
4. Crotch lift				*
5. Head and arm				*
J. Safety and Illegal Holds	*			
K. Officiating Techniques		*		

INDIVIDUAL ACTIVITIES

WRESTLING

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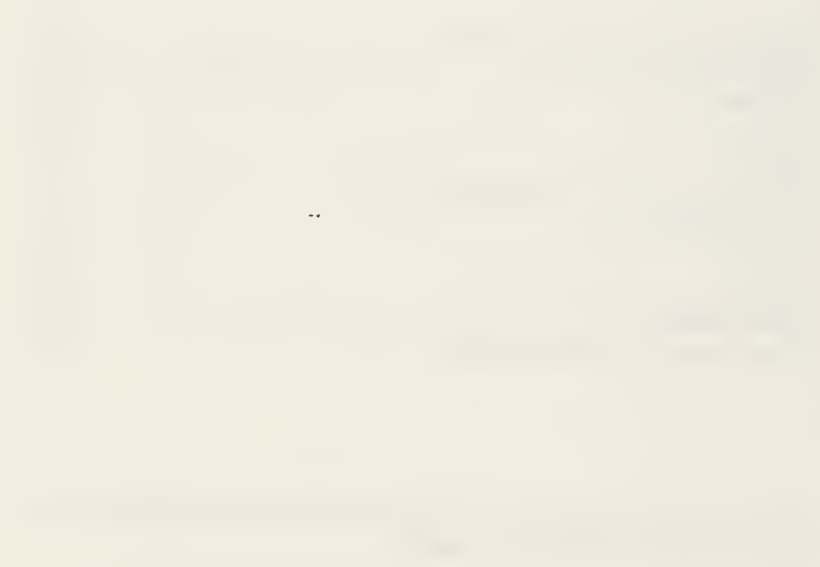


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The levels included in the following pages are not tied to any specific grade.

OUTDOOR SPORTS



OUTDOOR PURSUITS

ALPINE SKIING (Downhill)

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Balance	*			
2. Coordination	*			
3. Muscular strength & endurance	*			
4. Cardio-respiratory fitness	*			
5. Timing	*			
B. Individual Skills				
1. Beginner				
a. equipment selection				
i. poles	*			
ii. skis	*			
iii. boots	*			
iv. outerwear	*			
b. fundamental skills				
i. falling				
- to side	*			
- forward	*			
ii. rising from fall				
- on flat surface	*			
- on hill	*			
- herringbone rise		*		
iii. climbing				
- side step	*			
- diagonal side step		*		
- herringbone step		*		
iv. step turn				
- on flat surface	*			
- on incline	*			
- starting on a slope	*			
v. straight running				
- balance	*			
vi. snow plow				
- straight line	*			
- plow-run-plow	*			
- turning	*			
vii. glide christie	*			
viii. elementary christie		*		
ix. basic parallel				
- wide track		*		
2. Intermediate				
a. traversing		*		
b. sideslipping				
i. straight		*		
ii. diagonal		*		
c. christies				
i. pivoting		*		
ii. edging		*		
iii. pressure		*		

OUTDOOR PURSUITS

ALPINE SKIING (Downhill)

SKILLS		Levels			
		I	II	III	IV
	d. unweighting to simultaneous leg rotation			*	
	e. skiing moguls				
	i. leading surface			*	
	ii. top surface			*	
3.	Advanced				
	a. christies				
	i. edge control			*	
	ii. pivoting control			*	
	iii. pressure control			*	
	b. dynamic parallel				*
	c. short radius christies				
	i. slalom				*
	d. step turns				
	i. skating steps				*
	ii. parallel steps				*
	e. moguls				
	i. short radius (troughs)				*
	f. ice skiing				*
	g. powder skiing				*
4.	Lift riding				
	a. chair	*			
	b. rope	*			
	c. t-bar	*			
	d. poma	*			
C.	Competitive Forms				
	1. Downhill				*
	2. Slalom				*
	3. Giant slalom				*
	4. Freestyle				*
D.	Etiquette	*			
E.	Terminology	*			
F.	History	*			
G.	Safety	*	*	*	*

OUTDOOR PURSUITS

BACKPACKING/HIKING

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Conditioning				
a. feet and legs				
i. rhythmic stride	*			
- flat	*			
- uphill	*			
- downhill	*			
b. with weighted pack	*		*	
2. Health and safety				
a. familiar ground	*			
b. finding your way				
i. trails	*			
ii. maps		*		
iii. compass		*		
iv. marking trails		*		
c. avoiding danger				
i. falls	*			
ii. apparent shortcuts	*			
iii. steep slopes	*			
iv. snow and ice	*			
v. fire	*			
vi. wild animals	*			
vii. poisonous plants	*			
viii. insects	*			
d. first aid	*			
B. Equipment				
1. Boots				
a. upper	*			
b. sole	*			
c. shank	*			
d. weight	*			
e. fit	*			
f. care and breaking in	*			
2. Stockings	*			
3. Clothing				
a. underwear	*			
b. second layer	*			
c. third layer	*			
d. fourth layer	*			
e. fifth layer	*			
f. hats	*			
g. rainwear	*			
4. Bedding				
a. sleeping bags	*			
b. ground cover		*		

OUTDOOR PURSUITS

BACKPACKING/HIKING

SKILLS	Levels			
	I	II	III	IV
5. Shelter				
a. cabins	*			
b. tents	*			
c. tarps	*			
d. lean-to		*		
6. The pack				
a. knapsack	*			
b. rucksack	*			
c. packboard	*			
d. contour frame	*			
e. internal frame	*			
C. Packing				
1. "Taking your home with you"	*		*	
2. Balancing the load				
a. high-riding load	*			
b. low-riding load	*			
3. Adjusting the straps	*			
D. Carrying				
1. Comfort	*			
2. "Stop point"		*		
3. Resting	*			
E. Walking				
1. Personally suited posture				
a. forward lean	*			
b. straight up	*			
2. Speed	*			
3. Varied terrain	*			
4. Regular rest period	*			
5. Warning indicators	*			
6. "Racing"	*			
F. Games and Other Things to Do				
1. Orienteering		*		
2. Nature photography or sketching		*		
3. Wildlife photography or sketching		*		
4. Reading signs			*	
5. "Hunting"				*
G. Etiquette	*			
H. Terminology	*			
I. History	*			
J. Safety	*	*	*	*

OUTDOOR PURSUITS

CAMPING

SKILLS	Levels			
	I	II	III	IV
A. Selecting a Site				
1. Level ground	*			
2. High, dry ground	*			
3. Water source	*			
4. Wood supply	*			
5. Insects	*			
6. Sheltered ground				
a. wind	*			
b. rain and snow	*			
B. Camp Procedures				
1. Gather wood	*			
2. Building a fire	*			
3. Set up sleeping area	*			
4. Set up shelter				
a. tent	*			
b. tarp		*		
c. lean-to			*	
5. Unpacking the pack	*			
6. Sanitation				
a. human waste				
i. burying	*			
b. garbage				
i. burning	*			
ii. carrying it out	*			
7. Food cache	*			
8. Breaking camp				
a. putting out the fire	*			
b. packing gear	*			
c. cleaning the site	*			
C. Etiquette	*			
D. Terminology	*			
E. History	*			
F. Safety	*	*	*	*

OUTDOOR PURSUITS

CANOEING

SKILLS	Levels			
	I	II	III	IV
A. Canoe Profiles				
1. Bottom				
a. flat	*			
b. round	*			
2. Tumblehome	*			
3. Keels				
a. standard	*			
b. lake	*			
c. shoe	*			
4. Bows and sterns				
a. narrow	*			
b. full	*			
c. rockered	*			
d. flat	*			
5. Construction				
a. wood and canvas	*			
b. fiberglass	*			
c. aluminum	*			
d. keular	*			
6. Paddles				
a. beavertail blade	*			
b. racing blade	*			
c. voyageur blade	*			
d. Indian river blade	*			
B. Launching a Canoe				
1. Carrying a canoe				
a. single carry	*			
b. multiple carry	*			
2. Launching				
a. shoreline				
i. single	*			
ii. two person	*			
b. dock				
i. single	*			
ii. two person	*			
C. Entering a Canoe				
1. From shoreline				
a. single	*			
b. double	*			
2. From dock				
a. single	*			
b. double	*			
D. Paddling Positions				
1. Standing				*
2. Sitting	*			

OUTDOOR PURSUITS

CANOEING

SKILLS	Levels			
	I	II	III	IV
3. Kneeling				
a. both knees	*			
b. one knee			*	
4. Squatting	*			
5. Tandem paddling positions				
a. calm water	*			
b. rough weather		*		
c. white water				*
6. Changing positions		*		
E. Strokes				
1. Stop or jam stroke	*			
2. Bow stroke	*			
3. J stroke	*			
4. Draw stroke		*		
5. Crossbow draw			*	
6. Stern sweep			*	
7. Reverse sweep		*		
8. Pushaway			*	
9. Canadian stroke			*	
10. Backwater stroke			*	
F. Windy Weather Paddling				
1. Quartering			*	
2. Canoe catamaran			*	
3. Turning			*	
G. Portaging				
1. Paddle lashing	*			
2. Teepee or ranger lift		*		
3. Solo lift		*		
4. Two person carry	*			
5. Tracking or lining			*	
H. Safety Manoeuvres				
1. Jumping out of a canoe				
a. singles	*			
b. doubles	*			
2. Entering an upright canoe				
a. singles	*			
b. doubles	*			
3. Swamped canoe				
a. emptying from shoreline		*		
b. emptying from dock		*		
c. boarding		*		
d. hand paddling		*		
e. t-rescue			*	

OUTDOOR PURSUITS

CANOEING

SKILLS		Levels			
		I	II	III	IV
I. Types of Canoeing					
1. Lake		*			
2. River		*			
3. White water					*
J. Safety		*			
K. Terminology		*			
L. History		*			
M. Care of Equipment		*			

OUTDOOR PURSUITS

CYCLING

SKILLS	Levels			
	I	II	III	IV
A. Checking a Bicycle's Condition				
1. Wheels and tires	*			
2. Spokes	*			
3. Hubs	*			
4. Brakes	*			
5. Gears	*			
6. Frame	*			
7. Fenders	*			
8. Chain wheel and bottom bracket	*			
9. Pedals	*			
10. Handlebars and saddle	*			
B. Riding Basics				
1. Pedaling				
a. ankling	*			
b. cadence	*			
2. Changing gears				
a. three-speed hub	*			
b. derailleurs	*			
3. Gripping handlebars				
a. riding on the flat	*			
b. uphill riding	*			
c. downhill riding	*			
d. riding into a head wind	*			
C. Cycle Touring				
1. Necessary supplies	*			
2. Loading supplies		*		
3. Riding a loaded bicycle		*		
4. Group riding techniques		*		
5. Roadside repairs		*		
D. Cycle Racing				
1. Time trial racing		*		
2. Track racing		*		
3. Road racing			*	
4. Cyclo-cross racing			*	
E. Safety				
1. Legal aspects	*			
2. Clothing				
a. colors	*			
b. warmth	*			
3. Rainy weather	*			
4. Snowy weather	*			
5. Bridges	*			
6. City	*			
7. Country	*			
8. Carrying passengers	*			

OUTDOOR PURSUITS

CYCLING

[illegible]

OUTDOOR PURSUITS

NORDIC SKIING (Cross-Country)

SKILLS	Levels			
	I	II	III	IV
A. Care and Selection of Equipment				
1. Skis	*			
2. Bindings	*			
3. Heel plates	*			
4. Boots	*			
5. Poles	*			
6. Clothing	*			
B. Basic Skills				
1. Diagonal stride				
a. no poles	*			
b. poles	*			
2. Falling and rising	*			
skid turn	*			
C. Skills for Variety of Terrain				
1. Flat terrain				
a. diagonal stride	*			
b. three-step diagonal stride		*		
c. four-step diagonal stride		*		
d. double pole				
i. one-step double pole		*		
ii. two-step double		*		
2. Uphill terrain				
a. diagonal stride	*			
b. side step	*			
c. traversing	*			
d. herringbone	*			
e. tight diagonal			*	
3. Downhill terrain				
a. straight run	*			
b. straight run over bumps and hollows	*			
c. snowplough				
i. turn	*			
ii. braking	*			
d. turns				
i. step turn	*			
ii. kick turn	*			
iii. skate turn		*		
iv. telemark turn			*	
v. skid turn		*		
D. Waxing				
1. Preparing the ski	*			
2. Base wax	*			
3. Running wax	*			
4. Grip zone	*			
5. Glide zone	*			
6. Waxless skiing	*			

OUTDOOR PURSUITS

NORDIC SKIING (Cross-Country)

[illegible]

OUTDOOR PURSUITS

ORIENTEERING

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Locomotor skills				
a. running	*			
b. walking	*			
2. Map skills				
a. reading a map	*			
b. orienting a map	*			
c. holding a map	*			
d. making a map	*			
3. Space and time skills				
a. estimating distance on the site	*			
b. planning a route	*			
c. navigating a route	*			
d. orienting oneself	*			
B. Activities Utilizing Orienteering Skills				
1. Treasure hunt	*			
2. Scavenger hunt	*			
3. Miniature orienteering	*			
4. Score orienteering	*			
5. Memory orienteering	*			
6. Route orienteering	*			
C. Advanced Skills				
1. Map skills				
a. reading a map				
i. as a group	*			
ii. individually	*			
iii. with ruler	*			
iv. with compass		*		
v. by estimating		*		
b. determining distance				
i. with ruler	*			
ii. with compass		*		
iii. by estimating		*		
c. constructing a mental image of terrain		*		
d. orienting a map				
i. by inspection		*		
ii. by using compass directions		*		
e. holding a map	*			
f. making a map		*		
g. retrospective map reading			*	
h. map memory			*	
2. Space and time skills				
a. estimating distance on site				
i. pacing		*		
ii. time		*		
iii. map scale		*		

OUTDOOR PURSUITS

ORIENTEERING

SKILLS		Levels			
		I	II	III	IV
	b. planning and navigating a route				
	i. paths of least resistance				
	- elevations		*		
	- vegetation		*		
	- pathways		*		
	- distance		*		
	c. route choice		*		
	d. aiming-off		*		
3.	Compass skills				
	a. identifying compass parts	*			
	b. holding a compass	*			
	c. orienting a map	*			
	d. taking a bearing from a map		*		
	e. sighting on an object to take a bearing		*		
	f. sighting on an object to take a back bearing			*	
	g. moving along a predetermined bearing			*	
4.	Skill utilization				
	a. map walk activity		*		
	b. score orienteering		*		
	c. cross-country orienteering		*		
	d. line orienteering		*		
	e. route orienteering		*		
	f. map memory orienteering			*	
	g. street orienteering		*		
	h. relay orienteering		*		
	i. team orienteering		*		
	j. project orienteering			*	
	k. night orienteering				*
	l. alternative methods of travel				
	i. cross-country skiing				*
	ii. cycling				*
	iii. canoeing				*
	iv. snowshoeing				*
D.	Safety	*			
E.	Rules	*			
F.	Terminology	*			
G.	History	*			

OUTDOOR PURSUITS

SAILING

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Working with various parts of a boat				
a. centerboard	*			
b. rudder	*			
c. tiller	*			
d. blocks	*			
e. boom	*			
f. mainsail	*			
g. mast	*			
h. halyard	*			
i. batten	*			
2. Dumping				
a. righting a boat	*			
b. climbing into a boat	*			
B. Moving on the water				
1. Tacking from the dock	*			
2. Getting out of irons	*			
3. Beam reach				
a. heeling	*			
b. hiking	*			
c. blow-down	*			
4. Coming about	*			
5. Broad reach	*			
6. Sailing downwind				
a. controlled jibe	*			
7. Sailing upwind				
a. tacking	*			
C. Stowage and Care of Equipment				
1. Stowing equipment	*			
2. Care and repair				
a. sails		*		
b. ropes		*		
D. Rules of Sailing	*			
E. Safety	*			
F. Terminology	*			
G. History	*			

SKATING

SKILLS	Levels			
	I	II	III	IV
A. Basic Skills				
1. Skates				
a. fitting	*			
b. tying	*			
2. Walking	*			
3. Getting on the ice	*			
4. Getting off the ice	*			
5. Falling	*			
6. Getting up	*			
B. Individual Skills				
1. Walking on ice	*			
2. Starting				
a. forward				
i. T push-off	*			
ii. V push-off	*			
iii. crossover		*		
b. backward				
i. C stride		*		
3. Skating				
a. forward				
i. gliding				
- two-feet	*			
- one-foot	*			
- inside edges	*			
- outside edges	*			
- around a turn	*			
ii. stroking				
- straight line	*			
- crossovers	*			
- flatfoot	*			
- slalom		*		
b. backward				
i. gliding				
- two-feet		*		
- one-foot		*		
- inside edges		*		
- outside edges		*		
- around a turn		*		
ii. stroking				
- straight line		*		
- crossovers		*		
4. Stopping				
a. half snowplow	*			
b. snowplow	*			
c. parallel	*			
d. one-foot	*			
e. back stop	*			

OUTDOOR PURSUITS

SKATING

SKILLS		Levels			
		I	II	III	IV
5.	Pivoting				
	a. front to back		*		
	b. back to front		*		
6.	Turns				
	a. tight	*			
	b. coasting	*			
7.	Jumping				
	a. from a standing position		*		
	b. forward two-foot jump		*		
	c. backward two-foot jump			*	
	d. bunny hop			*	
	e. waltz jump				*
	f. salchow				*
	g. toe loop jump				*
8.	Spinning				
	a. two-feet			*	
	b. one-foot				*
C.	Rules	*			
D.	Officiating			*	
E.	Terminology	*			
F.	History	*			
G.	Safety	*	*	*	*

SNOWSHOEING

SKILLS	Levels			
	I	II	III	IV
A. Equipment				
1. The snowshoe				
a. trail	*			
b. bearpaw	*			
c. beavertail	*			
2. Bindings	*			
3. Traction devices		*		
4. Balance aids	*			
B. Basic Skills				
1. Walking	*			
2. Falling and rising				
a. without poles	*			
b. with poles	*			
3. Using poles			*	
4. Turns				
a. star turn	*			
b. kick turn	*			
5. Backing up	*			
6. Trail breaking			*	
C. Skills for Variety of Terrain				
1. Flat terrain	*			
2. Uphill terrain				
a. edging		*		
b. uphill step		*		
c. traversing		*		
3. Downhill terrain				
a. downhill stop turn		*		
b. downhill high stop		*		
c. jumping downhill			*	
4. Crossing creeks			*	
D. Etiquette	*			
E. Safety	*			
F. Terminology	*			
G. History	*			

OUTDOOR PURSUITS

WILDERNESS LIVING SKILLS

SKILLS	Levels			
	I	II	III	IV
A. Equipment				
1. Clothing				
a. summer	*			
b. spring	*			
c. winter	*			
2. Footwear				
a. leather boots	*			
b. rubber boots	*			
c. moccasins		*		
d. polar boot		*		
3. Packs	*			
4. Sleeping bags	*			
5. Axes	*			
6. Knives	*			
7. Saws	*			
B. Finding Your Way				
1. Map reading		*		
2. Compass		*		
3. Reading natural signs	*			
C. Sheltering				
1. Spring, Summer and Fall weather				
a. brush mattress	*			
b. tree shelters	*			
c. lean-to				
i. brush		*		
ii. tarp	*			
iii. double lean ridge			*	
d. domed hut				*
e. tipi				*
2. Winter				
a. snow cave		*		
b. trench		*		
c. igloo				*
D. Fire				
1. Starting				
a. matches	*			
b. alternative methods		*		
2. Managing a fire	*			
3. Fire safety	*			
E. Water				
1. Finding water	*			
2. Purifying water		*		

OUTDOOR PURSUITS

WILDERNESS LIVING SKILLS

WILDERNESS LIVING SKILLS		Levels			
SKILLS		I	II	III	IV
F. Food					
1. What to bring along	*				
2. Wild game and fish			*		
a. hunting techniques				*	
b. snares				*	
c. deadfalls				*	
d. fishing			*		
G. Camp Management					
1. Siting camp	*				
2. Waste disposal	*				
3. Storing equipment	*				
4. Preserving food				*	
5. Camp clean-up	*				
H. First Aid					
1. Cuts	*				
2. Sprains	*				
3. Fractures			*		
4. Hypothermia	*				
5. Frostbite			*		
6. Insect bites	*				
I. Signalling for Assistance					
1. Fire and smoke	*				
2. Brush	*				
3. Flares	*				
4. Cloth	*				
5. Mirrors			*		
6. Radio	*				
7. Sound signals				*	
J. Walking Out					
1. Cross-country			*		
2. Traveling on water					*
3. Traveling in Winter					*
K. Terminology	*				
L. History	*				

VII. APPENDICES

LEARNING RESOURCES

Basic learning resources are defined as those learning resources approved by Alberta Education as being most appropriate for meeting the majority of goals and objectives of courses, or substantial components of courses, outlined in the provincial programs of studies. No basic texts have been designated for the secondary physical education program.

Recommended learning resources are those learning resources approved by Alberta Education because they complement Basic learning resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial programs of studies.

Except where otherwise indicated, recommended learning resources may be purchased from the Alberta School Book Branch.

Supplementary learning resources are materials approved by Alberta Education because they support courses outlined in the programs of studies by enriching or reinforcing the learning experience. The publishers and distributors have been identified to facilitate ordering but it is recommended that each title be reviewed before it is purchased.

Lists of Recommended Teacher Resources and Supplementary Resources for the secondary physical education curriculum can be found in Appendices A and B.

APPENDIX A

RECOMMENDED TEACHER RESOURCES

A. AQUATICS

- * 1. Methods in Adapted Aquatics: A Manual For The Instructor. (Print). Washington, D.C.: The American National Red Cross, 1977. Distributed by The Canadian Red Cross.

Describes methodology and considerations for an adapted swimming program.

- * 2. Water Safety Instructor Guide and Reference Volume 1; Volume 2 and Volume 3. (Print). Toronto: The Canadian Red Cross Society, 1983.

Provides analysis information for stroke improvement life saving skills, and instructions. Contains many level 1-4 skills. Does not include games.

B. DANCE

- 1. An Introduction to the Teaching of Dance. (Print). Elizabeth R. Hayes. New York: Robert E. Krieger Publishing, 1980.

Many suggestions and strategies for teaching modern dance. Includes some ballroom content. Does not include folk dance. For those requiring more depth of treatment. Covers Levels 1-2.

- 2. Ballroom Dancing. (Print). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1980.

Useful beginning handbook for ballroom dance. Covers Level 1-3 of the program.

- * 3. Dance a While Handbook of Folk, Square, and Social Dance. 5th ed. (Print). James A. Harris, Anne M. Pittman and Marlys S. Waller. Minneapolis: Burgess Publishing Company, 1978. Canadian Distributor: Atlantic Book Ltd. Truro, N.S.

Covers Levels 1-4 for ballroom and folk dance. Covers Levels 1-3 for square dance. Comprehensive treatment with many activities. Does not include evaluation suggestions. A first choice.

- * 4. Debonair Dancers. (16mm film). Allison Nigh-Strelich. Santa Barbara, California: Brooks-Strelich, 1984. Distributed in Canada by McNabb Films. Teacher Inservice.

This film is appropriate for teacher inservice training and workshops. It excellently portrays the philosophy of educational dance through demonstrating how disabled and Downes Syndrome persons can be taught to dance expertly and to concurrently learn social and communication skills. Running time is 25 minutes.

5. Folk Dance, Secondary. (Print). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1981.

Useful introduction to planning and teaching secondary folk dance. Covers Levels 1-4 of the program but the depth of treatment is shallow.

6. Jazz Dance. (Multimedia Kit). Geraldine Van Gyn and Donna Van Sant O'Neill. Victoria, British Columbia: University of Victoria, 1986.

The components include videotapes, a teacher's manual and an audiotape. Covers many Level 1-4 skills.

7. Square Dance. (Print). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1984.

Useful for planning and organizing for instruction. Helpful to beginning teachers. Covers Levels 1-2 of the program.

8. Step by Step Ballroom Dancing. (Print). Aurora S. Villacorta. Danville, Illinois: Interstate Printers and Publishers, Inc., 1974.

More comprehensive coverage of social dance than other resources. Easy to follow. Covers most Level 1 to 3 skills. For those requiring more depth of treatment.

RECOMMENDED TEACHER RESOURCES: RECORDS

TITLE/NO.	DANCE		COUNTRY											
FOLK DANCE														
Folk Dancer	Man in the Hay	2	Germany	X									X	
CMH 1051	Marklander	3	Germany	X	X									
Folk Dancer	Korobushka	2	Russia		X									X
CMH 1059														
Folkraft	Sicilian Tarantella	2	Italy	X									X	
1173	Fado Blanquita	3	Brazil		X								X	
Folkraft	Mayim	3	Isreal											
1108														
Folkraft	Shibolet Bassadeh	2	Israel	X					X				X	
1109	Harmonica	3	Israel	X					X					

B. DANCE (continued)

RECOMMENDED TEACHER RESOURCES: RECORDS

TITLE/NO.	DANCE		COUNTRY										
* Folk Dances of French Canada DC 123321	La Bastringue Gigue Aux Six Maple Leaf Stomp Bandy Rump Rump	1 2 1 3	French Canada					X					X X X X
* Folk Dances from 'Round the World' A 106	Jibi-di Jibi-da Road to the Isles Gathering Peascods Tropanka Ace of Diamonds Practise Polka Horah	1 1 2 2 1 1 1	France Scotland England Bulgaria Denmark Lithuania Israel			X X							X X X X X X
* Folk Dances from 'Round the World' A 107	Migildi Magildi The Hatter Spinning Waltz Circle Schottische Rheinlender Ruffy Tufty To Tur Gustav's Skoal Dashing White Sergeant Sellenger's Round Bohreen Dance Black Nag Greensleeves	3 2 2 1 3 3 3 1 3 2 3 3 1	Wales Denmark Finland Scandinavia Norway England Denmark Sweden Scotland England Ireland England England		X X X X						X		X X X X X X X X X X X X X
FOLK DANCE &/OR SOCIAL DANCE													
ROUNDS AND MIXERS													
* Windsor 4619-B	Show Off Your Lady Five Foot Two												
* Folkraft 1093	Jessie Polka												

RECOMMENDED TEACHER RESOURCES: RECORDS

TITLE/NO.	DANCE		COUNTRY															
* Folkraft 1037	Oh Johnny																	
SQUARE DANCE																		
* The Funda- mentals Of Square Dancing	Instructional Series Level 1 Level 2																	

(The square dance instruction albums are available from Bob Ruff-Wagon Wheel Records, 8459 Edmaru Avenue, Whittier, California, 90605. All other records are available from the Atlantic Book Limited, 35 Cobequid Drive, Truro, Nova Scotia, B2N 5R1.)

C. FITNESS

- * 1. Aerobics With Fun. (Print). Charles T. Kuntzleman and Michael and Gail McGlynn. Spring Arbor, Michigan: Arbor Press, 1982.

Useful where the school has an aerobics program. Contains useful exercises, ideas and activities. Includes circuit training.

- * 2. Fit To Be You. (Filmstrip Kit). Ash Hayes. Burbank, California: Walt Disney Educational Media Co., 1981.

The Kit includes filmstrips on muscles, heart-lungs, and flexibility and body composition. The teacher's guide contains pretests, information on fitness activities and data which pertain to junior high school age students.

- * 3. Fitness For Life An Individualized Approach. (Third Edition). (Print). Philip E. Allsen, Joyce M. Harrison and Barbara Vance. Dubuque, Iowa: Wm. C. Brown Publishers, 1984.

Covers many of the Level 1-4 skills for fitness and weight training. Includes a comprehensive section on nutrition and exercise. Useful for planning and presenting Division IV fitness programs.

- * 4. Fitness for Life: Physical Education Concepts, Teacher's Edition. (Print). Alex F. Carre, Charles Corbin and Ruth Lindsay. Toronto: Gage Publishing Ltd., 1980.

Suitable for planning and organizing junior high fitness programs. Both teacher's manual and student text are useful teacher references. Stresses the reasons why exercise and fitness are important. Contains self-evaluation strategies.

- * 5. Power Fit: A Fitness Programmer for Boys. (Print). T. H. Smith, et al. Vancouver: Gordon Soules Book Publishers Ltd., 1984.

Integrates weight training and fitness programs for boys. The activities involve easy applications and limited equipment. Covers Level 1 and some Level 2 skills.

- * 6. See How We Run. (16mm film). Vancouver: Spectra Media Productions, 1983. Distributed by Marlin Motion Pictures.

Shows the joys, rewards and pain of running. Covers Levels 3 and 4. Suitable for Division IV. The running time is 31 minutes.

- * 7. Youth Sports. (16mm film series). "Introduction to Coaching Kids", "Conditioning the Young Athlete", "Prevention and Treatment of Sports Injuries", "Sports Psychology for Youth Coaches", and "Teaching Sports Skills to Young Athletes". Jacksonville, Florida: Barton Cox Junior Films, 1982. Distributed by Thomas Howe.

These five films which range in length from 20-25 minutes are excellent for inservice. Content includes philosophy, sports medicine, development of skills, warming up/cooling down, endurance training, equipment safety, discipline and planning.

D. GAMES A

- 1. Basketball. (Print). Calgary Board of Education, Physical Education Department Curriculum Action Project, 1983.

Skills and progressions of skills clearly indicated. Most useful for beginning teachers. No evaluation strategies.

- 2. Basketball Handbook. (Print). Physical Education Series. John Mills. Vancouver: Hancock House Publishers, 1980.

Contains skills, drills and evaluation suggestions. Has sample lesson plans and logical development of skills. Covers Levels 1, 2, and parts of Level 3 of the program.

- * 3. Beginner's Program. (Print). Georges Lariviere. Ottawa: Canadian Amateur Hockey Association Hockey Development Council, 1980.

This book contains skills, drills and activities useful in the teaching of skating and hockey.

- * 4. Coaching Manual Level 1. (Print). Toronto: Federation of Broomball, Association[s] of Ontario, n.d.

Contains Level 1-4 skills.

- * 5. Dynamic Skating. (Print). Buck Matiowski. Ottawa: Hockey Development Council, 1980.

A thorough approach to teaching skating skills.

- 6. Field Hockey. (Print). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1983.

Contains useful organizational material, skills, drills, and progressions. The coverage is limited. Useful for teachers introducing this activity.

- * 7. Field Hockey Handbook. Physical Education Series. (Print). Jenny John. Vancouver: Hancock House Publishers, 1980.

Covers the curriculum content. Contains basic skills and drills. Clear diagrams. Evaluation strategies include affective, cognitive and psychomotor domains. Provides more depth than the Calgary Board of Education manual.

- * 8. Focus on Soccer. (Videotape Series). Brentford, Middlesex, England: Rank Video Library, 1977. Distributed in Canada by Omega Films.

This seven part series is fairly comprehensive. Part 1 includes the history of the sport and basic skills. It covers Levels 1-3 of the program. Part 3 focuses on the defender and part 4 on the mid-field player. The fifth, sixth and seventh programs deal with the winger, the striker and team work. Each program is about twenty five minutes long.

- * 9. Instruction Curling. (Film Series). "The Game and Equipment", "Three Steps to the Slide Delivery", "Sweeping Start to Finish", "Basic Curling Strategy", "Skipping Principles and Team Responsibility". Toronto: Labatt's Brewery for Curl Canada, 1984. (Also available on videotape). The films vary from 15 to 22 minutes.

A sixth film in the series has less fit to the Alberta program. The films are useful in demonstrating skills. Teachers should be aware that there is some alcohol advertising, particularly in films 1 and 2, through the positioning of players so that the background signs are visible. Available free on loan from the Alberta Curling Association.

- * 10. Level 2 Softball Coaching Manual. (Print). National Softball Coaching Certification Committee. Vanier, Ontario: Canadian Amateur Softball Association, 1979.

Contains good illustrations of grip and stance, and has good diagrams. Has useful ideas and covers most Level 1-3 skills. Some Level 4 skills are included.

- * 11. Manual for Coaches. (Print). Vanier, Ontario: Canadian Rugby Union, 1981.

The manual is a binder containing a number of booklets: "Even Better Rugby", "Mini Rugby", "Small Side Games" (1980), "Back Play . . . An Introduction" (1980), and "Weight Training for Rugby Football" (1981), as well as coaching data. Has useful drills and activities. Covers some Level 1-4 skills.

- * 12. Modern Team Handball Beginner to Expert. (Print). Graham I. Neil. Montreal, Quebec: McGill University, Physical Education Department, 1976.

Comprehensive and Canadian. Useful skills, drills, strategies and diagrams.

13. Netball. (Print). Calgary: Calgary Board of Education, Physical Education Department, Curriculum Action Project, 1979.

Contains useful information for organizing and teaching netball. Includes skills, drills and progressions. Covers the basic Level 1-4 skills.

- * 14. Ringette Level 1 Technical Manual. (Print). Vanier, Ontario: Ringette Canada National Coaching Certification Program, 1982.

Comprehensive treatment which includes information on equipment, rules, planning skills and drills. Covers many Level 1-2 skills.

- * 15. Ringette Skills Series. (16mm Film Series). "Ringette--Goal Tending", "Ringette--Skills", and "Ringette--Skating". (Three 16mm films of a four part film series). Ottawa: Ringette Canada, 1981.

These films are useful for portraying necessary skills and techniques. "Ringette Skills" includes the pass, receiving, and the forehand shot. "Ringette Skating" includes the forward crossover, the backward crossover, and snowplow. Drill suggestions and progressions are also included. The three films together cover most Level 2 to 4 skills. The films are 10-12 minutes in length.

- * 16. Soccer Handbook. (Print). Physical Education Series. David Keith. Vancouver: Hancock House Publishers, 1980.

Contains basic skills and drills. Includes evaluation strategies. Covers most of the program at each level.

- * 17. Teaching Soccer. (Print). Burgess Sport Teaching Series. (William Thompson.) Minneapolis, Minnesota: Burgess Publishing Company, 1980.

Has useful skills and drills and covers many Level 1-4 skills.

- 18. Team Handball. (Print). Calgary: Calgary Board of Education, Physical Education Department, Curriculum Action Project, 1983.

- * 19. Touch Football Teaching Guide. (Print). Ottawa: Canadian Amateur Football Association, 1984.

Covers many Level 1-4 skills. Is aimed at both males and females.

- 20. Volleyball In The Secondary School. (Print). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1979.

More useful for junior high than high school. This manual contains some useful drills, skill breakdowns and teaching points. Its strengths are the easy to follow format and useful techniques and systems of play. Covers about fifty percent of the skills at each level.

- * 21. Women's Power Volleyball. (16mm Film Series). "Individual Offensive Skills" and "Individual Defensive Skills". (Two 16mm films). North Palm Beach, California: The Athletic Institute, 1982. Distributed in Canada by Thomas Howe Associates.

Clear descriptions of skills and demonstrations of techniques. Covers Levels 1-3 of the program. "Individual Defensive Skills" also includes some coverage of Level 4 skills. Each film is 11 minutes long.

E. GAMES B

- 1. Badminton in the Secondary School. (Print). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1982.

Useful resource for junior high. It has a good breakdown of drills, is helpful in organizing maximum activity ratios in limited spaces and in providing drill ideas. Covers basic skills but has limited coverage of Level 1-4 skills.

- * 2. Fundamentals of Racquetball. (16mm Film Series). "Forehand and Backhand", "Racquetball Shots", "Racquetball Serves and Returns", "Strategies for Singles, Doubles and Cut-Throat". Palm Beach, California: Athletic Institute and the Racquetball Manufacturers Association, 1983. Distributed in Canada by Thomas Howe Associates.

These four films portray equipment, techniques and strategies. Coverage includes skills from Level 1-4 of the program. Each film is about 10 minutes long.

- * 3. Teaching Squash An Introduction. (Print). Ottawa: Canadian Squash Racquets Association, 1980.

This book relates squash to fitness and lifetime activity. Lesson plans are included. Most Level 1-4 skills are covered.

- * 4. Tennis. (Print). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1984.

This well laid-out manual contains clear progression information and useful activities. Many Level 1 and 2 skills are covered.

- * 5. Tennis Handbook. (Print). Physical Education Series. Gesele Lajoie and Bob Lajoie. Vancouver: Hancock House Publishers, 1980.

This manual, developed to support the British Columbia secondary physical education program, covers most Level 1-4 skills of the program.

F. GYMNASTICS

1. Coaching Certificaton Manual, Level II. (Print). Ottawa: Canadian Gymnastics Federation, 1978.

Treats each skill individually, covering apparatus, safety, coaching skills, sporting technique or detection. The focus is artistic gymnastics, Levels 1-4. This manual would be best used in high schools by teachers who have a gymnastics background and skills.

- * 2. Gymnastics: A Practical Guide for Beginners. (Print). Tony Murdock and Nik Stuart. London: Franklin Watts, 1982.

Contains useful skill development suggestions and progressions. Helpful for beginning teachers. Covers most levels and skills.

- * 3. Men's Artistic Gymnastics Handbook. (Print). Physical Education Series. Gerald Carr. Vancouver: Hancock House Publishers, 1981.

This teacher's manual was developed to support the British Columbia physical education curriculum. It is helpful for teachers who have only a minimal gymnastics background. Covers most Level 1-4 skills.

- * 4. Modern Rhythmic Gymnastics. (Print). Jenny Bott. Wakefield, West Yorkshire, England: E.P. Sport Publishing Ltd., 1981.

Breaks down the components of rhythmic. Contains useful skills, skill breakdowns, group activities and suggestions. Includes most Level 1-4 skills.

- * 5. Women's Artistic Gymnastics Handbook. (Print). Physical Education Series. Elizabeth P. Danskin. Vancouver: Hancock House Publishers, 1983.

Directed to teachers rather than coaches. Covers Levels 1-4 of the program. Originally developed to support the British Columbia physical education curriculum.

G. INDIVIDUAL ACTIVITIES

- * 1. Athletics Training Series. (16mm Film Series). "The Hurdles", "The Long Jump", "The Shot", "The Triple Jump". London, England: Royal Guardian Exchange, 1977. Distributed by Canadian Learning Company.

"The Shot" covers Level 1-2 skills and activities, and contains some lead-up skills. The other titles cover all levels, are consistent with the scope and sequence, and contain good illustrations and analysis of techniques. Teachers should note that some exercises shown such as bounding from heights, may not be appropriate for growing young people. The films vary from 10-12 minutes in length.

- * 2. Bicycling. (Filmstrip and Cassette Kit). Pleasantville, New York: Imperial Education Resources, Inc., 1979.

A pictorial presentation of bicycle skills with a stress on enjoyment. The kit contains filmstrips, audiotapes and spirit masters.

- * 3. Instructor's Basic Manual of the Federation of Canadian Archers Inc. Revised Edition. (Print). Vanier, Ontario: Federation of Canadian Archers, 1982.

Contains many Level 1-3 skills. A section on archery programs for disabled archers is included. Class organization and planning for instruction as well as many diagrams and illustrations provide assistance for teachers unfamiliar with this sport.

- 4. Five Pin Bowling. (Print). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1980.

Contains basic information and useful strategies. Covers most Level 1-4 skills. Does not include history or evaluation techniques.

- 5. Golf. (Print). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1980.

For teachers new to golf instruction. This manual has good organizational information, useful warm-up exercises, and in-gym activities. Addresses many of the Level 1 skills.

- 6. Ten Pin Bowling. (Print). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1980.

Contains basic activities and organizational techniques. Covers many Level 1 skills.

7. Track and Field for Secondary Schools. (Print). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1983.

Well laid out. Useful planning and activity sections. Does not contain evaluation strategies, rules or javelin activities. Covers many Level 1-4 topics.

- * 8. Track and Field Fundamentals for Teacher and Coach. (Print). 3rd. edition. John T. Powell. Champaign, Illinois: Stipes Publishing Company, 1971.

Even though the last revision was 1971, the content is still core to the sports of track and field. A good step-by-step resource for the beginning teacher. Weaknesses include the non-metricated measurements, inclusion of the western roll and lack of evaluation procedures. Covers Levels 1-4 of the program.

H. OUTDOOR PURSUITS

- * 1. Alpine Ski Technique. (16mm film). Rolf Kjarensli. Produced and directed by Douglas Sinclair. Toronto: Kinetic Film Enterprises Ltd., 1980.

This film was shot in Garibaldi B.C. and in the Laurentians. It covers many Level 1-4 skills including lift riding, side stopping, rising from a fall, snowplow run and turn, and christies. It does not cover history or etiquette. The film is 27 minutes long.

- * 2. Beginner's Program. (Print). George Lariviere. Ottawa: Hockey Development Council, Canadian Amateur Hockey Association, n.d.

This book contains skills, drills and activities useful in teaching of skating and hockey.

- # 3. Dynamic Skating. (Print). Buck Matiowski. Ottawa: Hockey Development Council, 1980.

A thorough approach to teaching skating skills.

- * 4. Orienteering Handbook. (Print). Physical Education Series. Anne Anthony. Vancouver: Hancock House Publishers, 1980.

Very useful for beginning teachers. Contains clear objectives, suggestions for activities and evaluation techniques. Covers the majority of Level 1-4 topics but does not include Level 4 content such as alternative methods of travel, cross-country skiing, cycling, canoeing or snowshoeing.

5. Orienteering, Level 1. (Print). Basic Skills Series. Ottawa: Calgary Board of Education, Physical Education Department Curriculum Action Project and the Canadian Association for Health, Physical Education and Recreation, 1980.

Excellent for review or introduction. Covers all the "A" and "B" content listed under orienteering in the Curriculum Guide. (Listed as a "Basic" resource in Elementary Physical Education).

6. Orienteering, Level 2. (Print). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1980.

Goes beyond Orienteering, Level 1. Covers most Level 1-3 topics. Does not cover Level 4 and history.

7. Outdoor Pursuits Core Program. (Print). "Canoeing" (1980), "Fires and Stoves" (1983), "Navigation" (1984), "Nutrition" (1983), "Shelters" (1983), "Trip Planning" (1984), "Personal Equipment" (1983). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project.

As a package these titles more than cover most aspects of the outdoor program.

- * 8. Ski Cross-Country. (13 program video series). Edmonton: ATEC/ACCESS, 1979.

Each fifteen-minutes program covers an aspect of the program. For example "Buying Equipment", "Preparing for the Season" and "Waxing Skills".

The series provides coverage for Levels 1-4. Order from ACCESS Alberta MRC.

OTHER

- * 1. The Edge Beyond. (16mm film). Toronto: Global Communications Ltd., 1985. Distributed by Thomas Howe Associates Ltd.

Portrayed are members of Canada's Olympic Disabled Ski Team participating in the Innsbrück Olympics. These young people are shown training at Banff. Their training regimes include both cycling and swimming long distances. Many of the skiers were disabled by cancer--one is a double amputee. They are shown skiing downhill, jumping, negotiating the slalom and racing. This 22 minute film is useful both for inservice and student viewing.

2. High School Intramurals. (Print). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1984.

3. Integrating Physically Disabled Students Into Physical Education. (Print). Edmonton: Alberta Education, 1985.
4. Junior High School Intramurals. (Print). Calgary: Calgary Board of Education, Physical Education Department Curriculum Action Project, 1981.
- * 5. Teaching Physical Education. Third Edition. (Print). Muska Mosston and Sara Ashworth. Columbus, Ohio: Merrill Publishing Company, 1985.

Legend

* - Under review
n.d. - No date

APPENDIX B

SUPPLEMENTARY RESOURCES

- * 1. Athletics Training Series. (16mm film). "Middle Distance Running". London, England: Guardian Royal Exchange, 1977. Running time is 12 minutes.
- * 2. Coaching Certification Manual, Level 1: Introductory Gymnastics. Third Edition. (Print). Ottawa: Canadian Gymnastic Federation, 1977.
- * 3. Coaching Goalkeepers. (Print). Kathleen Broderick and Marina van der Merwe. (Print). Ottawa: Canadian Women's Field Hockey Association, 1981.
- * 4. Dynamics of Fitness: The Body in Action. (Filmstrip Kit). Pleasantville, New York: Human Relations Media, 1980.
- * 5. Fastball-Type Games. (Print). Basic Skills Series. Calgary: Calgary Board of Education Physical Education Department Curriculum Action Project, 1980. (Basic resource for elementary Physical Education).
- * 6. Hand, Paddle and Racquet-Type Games. (Print). Basic Skills Series. Calgary: Calgary Board of Education Physical Education Department Curriculum Action Project, 1980. (Basic resource for elementary Physical Education).
- * 7. Tournament Selection and Organization. (Print). Sandra C. Kerelink. Edmonton: Department of Physical Education, University of Alberta, n.d.
- * 8. More New Games . . . and Playful Ideas From the New Games Foundation. (Print). Andrew Fluegelman. New York: Dolphin Books/Doubleday and Company Inc., 1981.
- * 9. Womens' Field Hockey Level I Coaching Certification. (Print). Kathleen Broderick. Ottawa: Canadian Women's Field Hockey Association, 1981.

APPENDIX C

SUGGESTED EQUIPMENT LIST

The following list is not intended to be all-inclusive but indicates what is generally needed for a good instructional program. Individual conditions or innovations may render some of this equipment unnecessary or require additional equipment.

In many cases when compiling a list, the principle of one piece of equipment per student should be used.

Equipment is tested as to number of items or as ratios of number of items to number of students in the largest class.

1-S = Ratio of number of items to number of students in the largest class. If not stated as a ratio, it is the number based on a class of 30.

JUNIOR HIGH EQUIPMENT ITEM

General Equipment

- 1:1 Beanbags
- 1:1 Gymnastic clubs (Indian clubs)
- 1:1 Hoops
- 1:1 Paddle-bats with wrist strap
- 1:1 Skipping ropes
- 1:2 Cone markers (pylons)
- 1:2 Compasses
- 1:2 Frisbees
- Basketball standards (adjustable down to 2.38m)
- Volleyball standards with antennae (adjustable down to 2.17m)
- Pegboards
- Chinningbars
- 1 set Soccer goals
- 2 Tug-o-war rope

General Supplies

- Ball inflator
- Bulletin board
- Chalkboard
- Stopwatches
- Mat trolley
- Portable ball carriers
- Team pinnies or scrimmage vests (4 sets, 8 per set)
- First aid kit
- Weight scale
- Whistles
- Record player
- Tape recorder

General Supplies (Cont'd)

Agility boxes - variety of sizes
Line markers
Measuring tapes
Shovels
Rakes
Broom
Starting gun
Loud hailer
Rule book (all activities)
Ball repair kit.

Balls

1:1 Basketballs
1:2 Footballs (junior and senior size)
1:2 Soccer balls
1:1 Volleyballs
1:2 Medicine balls - 6-4.0 kg. & 6-5.4 kg.
1:1 Softballs 10 leather & 30 rubber
1:1 Whiffle balls
1:5 Team handballs (other balls can be used)

Specific Activity Area Needs

Floor Hockey

1:1 Sticks
1:3 Balls/pucks
1 Set Goals

Gymnastics

1:2 Mats (velcro on four sides)
Balance benches
Balance beams (high and low)
Beat board (reuther board)
Crash mats
Trampolettes) Purchase subject to expertise
Trampoline) of instructor.
Vaulting box
Springboard
Vaulting buck
Parallel bars
Uneven bars
Horizontal bars
Rings
Safety belt
Side horse

Softball

- 6 Bats
- Bases (1 set per diamond)
- Pitcher's mound & home plate (1 set per diamond)
- 4 Catcher's masks
- 4 Chest protectors

Track & Field

- 2 High jump standards (portable)
- 3 High jump bars
- 3 High jump ropes
- 3 Standard landing pit
- 12 Relay batons
- 20 Hurdles (adjustable)
- 4 Discus - indoor
- 4 Discus - outdoor
- 4 Shotputs - indoor
- 4 Shotputs - outdoor
- 6 Starting blocks
- 4 Tape measures (2 - 10 metres & 2 - 50 metres)
- 1 Marker
- 15 Distance markers

Badminton

- 1:1 Racquets
- Shuttlecocks - 4 dozen
- Nets and standards (1 set/court)

Cross Country Skiing

- 4:8 Wax
- 1:1 Bindings
- 1:1 Skis
- 1:1 Poles
- 1:1 Boots

Field Hockey

- Balls (3 dozen)
- Goals (1 set)
- 2 Nets
- 1:1 Shin guards
- 1:1 Sticks
- Goal pads (2 sets)
- 1 Kickers

Football

- 1:1 Belts and flags
- 4 Kicking tees

Golf

2 Bags
6 Putting greens
1:2 Woods
1:2 Irons
1:3 Putters
 Balls (12 dozen practice)
 Balls (4 dozen golf balls)
 Tees (3 dozen rubber practice)
 Tees (2 dozen game)
1:1 Mats

Table Tennis

Racquets
Balls
Table
Nets

Tennis

1:1 Racquets
 Balls (4 dozen)

Weight Training

· Abdominal boards
Dumbbells
Barbells
Bench press
Weight rack
Exercise bicycle
Full length mirrors
Benches without backs
Wall pulleys
Horizontal ladder
Rowing machine
Stall bars
Postural measuring equipment

SENIOR HIGH EQUIPMENT ITEM

General Equipment

Goalposts: football, soccer, field hockey, lacrosse
Line markers
Ball carriers
Jumping ropes
Pinnies
Utility balls
Whistles
Stopwatches
Loud hailer
Pumps
Benches
First aid kit (as recommended)
Storage cupboards
Rule books (all activities)
Timers (score clock)
Traffic markers
Ball repair kits
Beanbags
Balls (variety)
Indian clubs
Multi-arm bar
Hoops
Floor marking tape
Rugger Balls
Bicycle tool and repair kit

Archery

6:1	Arrows
	Arrow points
	Nocks
1:2	Bows
	Strings
1:1	Finger tabs
1:1	Arm guards
1:1	Quivers (ground)
1:8	Target faces
	Target pins
1:8	Target butts
	Target stands
	Archery equipment carrier
	Backdrop (if taught in a confined area)

Audio-Visual Aids

Charts, including skill charts
Posters
Records (dance)
Super 8 loop projector
Super 8 film loops (Athletic Institute - all activities)
16 mm projector
Screen
Tape recorder
Tapes
Record player
Speakers
Portable chalkboard
VTR equipment
Television set
Reference and resource books
Periodicals
Overhead projector

Badminton

1:6 Nets
1:1 Racquets
Standards
1:1 Birds

Basketball

Backboards
Nets
1:1 Balls
1:6 Rebound rim

Cross-Country Skiing

4:8 Wax kit
1:1 Bindings
1:1 Skis
1:1 Poles
1:1 Boots

Curling

1:1 Brooms
1:1 Sliders

Cycling

Bicycle tool and repair kit

Field Hockey

Balls - 3 dozen
Goals - 1 set
Net - 2
1:1 Shin guards
1:1 Sticks
Goal pads - 2 sets
Kickers - 1

Fitness Testing

Exercise bike
Bicycle ergometer
Scale
Dynamometer
Fat calipers
Flexometer
Blood pressure unit (electronic)
Stethoscope
Measuring tape
Metronome (electronic)

Football

1:2 Balls
1:1 Belts and flags
4 kicking tees

Golf

Bags - 2
Putting greens - 6
1:2 Woods
1:2 Irons
1:3 Putters
Balls - 16 dozen (practice and game)
Tees - 3 dozen (rubber practice and game)
1:2 Mats

Gymnastics (Olympic Gymnastics)

Balance beam
Vaulting buck
Low beam
Chalk and holder
Hand guards
Parallel bars
Uneven bars
Horizontal bar
Rings
Safety belts

Gymnastics (Cont'd)

Side horse
Springboard
Reuther board
Trampolette) Subject to the suitability
Trampoline) of teacher training.
Vaulting box
Mats (tumbling)
Mats (portable landing pit - 12" foam)

Handball (European Team Ball)

1:5 Balls
 Goals - 1 set
 Nets - 1 set

Lacrosse

1:1 Stocks
 Balls - 1 dozen (indoor, rubber, and regulation)
 Goals

Modern Rhythmic Gymnastics

1:1 Hoops
1:1 Clubs
1:1 Rhythm balls
1:1 Ribbons
1:1 Ropes

Racquetball

1:2 Racquets
 Balls - 1 dozen
1:1 Eye guards

Snowshoeing

1:1 Snowshoes
1:1 Bindings

Soccer

1:2 Balls
 Goals - 1 set
 Net - 1 set
 Shin guards

Softball

1:1 Balls
 Bases - 1 set/diamond
 Bats - 6
 Bat bag - 2
 Masks - 4
 Body protectors - 4
 Pitcher's rubber - 1 set/diamond

Squash

1:2 Racquets
 Balls - 1 dozen
 Eye guards (can use racquetball glasses)

Table Tennis

 Tables - 6
 Balls - 1 dozen
1:2 Paddles
 Nets - 1/table
 Posts - 1 set/table

Tennis

 Balls - 4 dozen
 Nets - 1/court
1:1 Racquets

Track and Field

12 Batons
8 Discus (indoor and outdoor)
2 High jump standards
2 High jump cross-bars
2 High jump ropes
20 Hurdles
1:3 Javelins
2 Toe boards
4 Measuring tapes
3 Landing pits (crash mats)
1 Pole vault box
1 Pole vault standards
1 Pole vault cross-bars
8 Shot puts (indoor and outdoor)
6 Starting blocks
2 Take-off boards
2 Rakes
2 Brooms
1 Starting gun

Volleyball

1:1 Balls
 Nets - 1/court
 Standards - 1/court
 Antennae - 1/court

Water Polo

 Flags - 2
1:1 Caps
 Balls - 4
 Nets - 1 set

Weight Training

Benches without backs
Universal gym
Abdominal boards
Dumbbells
Barbells
Bench press
Weight rack
Medicine balls
Mirrors
Grip exercisers
Collars and sleeves
Weight lifting belt

Wrestling

1:1 Headguards
1:1 Knee guards
 Mats

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